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ABSTRACT

The 1973 report evaluates the Bilingual Education Program of Harlandale Independent School District. The bilingual program is designed for Spanish speaking pupils in grades K-5 (1,517 children in 8 of the district's 15 elementary schools) who have limited English-speaking ability. The 1972-73 project involved (1) development and revision of curriculum materials; (2) bilingual instruction in K-5; (3) preservice and inservice training of bilingual teachers and aides; (4) supervision of bilingual student teachers and student interns; (5) involvement of bilingual parents in their children's education; (6) increased community support for bilingual education; and (7) coordination of the cooperative efforts of 2 school districts and a teacher-training institution--Harlandale Independent School District, San Marcos Independent School District, and Southwest Texas State University. The 31 tables give results of tests used to evaluate the bilingual program--e.g., Peabody Picture Vocabulary Tests, Metropolitan Achievement Test, Prueba de Lectura, BEP Test in Social Studies and Science, Allocation of Time in Language Teaching (English and Spanish), and Inferred Self-Concept Scores. Eight recommendations are also included--e.g., the coordinator should emphasize to teachers the need to develop both English and Spanish reading comprehension. (For related documents, see RC 007 267, 268.) (FF)

ED 081555

EVALUATION REPORT

OF THE

HARLANDALE INDEPENDENT SCHOOL DISTRICT'S

BILINGUAL EDUCATION PROGRAM

RECEIVED SEP 18 1973 NMSU E.R.I.C.

(Harlandale is a member of the Consortium comprised of Harlandale Independent School District, San Marcos Independent School District, and Southwest Texas State University.)

1972-1973

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Submitted To:

Mr. René González
Project Director

and

The U. S. Office of Education as a report of the fourth year's progress, under the provisions of Title VII of P.L. 89-10, as amended.

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by

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HARLANDALE EVALUATION REPORT

Although this program comprises two public school districts, Harlandale and San Marcos, and a university, Southwest Texas State University, separate evaluations are being performed for the two school districts this year in accordance with the changed U.S.O.E. directive. Therefore, this report deals only with the Bilingual Education Program of Harlandale Independent School District. There the program is primarily designed to provide bilingual education for Spanish-surnamed pupils in grades K-5 who have limited English-speaking ability. Objectives for these children are the following: (1) to reduce their educational deficit by instructing them in Spanish while their command of English is being developed; (2) to enhance their understanding and cognitive development in both languages; (3) to give them the advantage of becoming literate in both languages; (4) to instill in them knowledge of and pride in their bicultural heritage.

The project, during 1972-1973, involves (1) development of and revision of curriculum materials for bilingual classes, (2) bilingual instruction in grades K-5, (3) pre-service and in-service training of bilingual teachers and aides, (4) supervision of bilingual student teachers and student interns in the program, (5) greater involvement of parents of bilingual children in the education of their children, (6) increased public support for bilingual education within the communities, and (7) coordination of the cooperative efforts of two school districts and a teacher-training institution (Harlandale Independent School District, San Marcos Independent School District, and Southwest Texas State University.)

In the fifty-five classrooms involved with the program, there are 1517 children in grades K-5 in eight of the district's fifteen elementary

schools. (See Table I.) Ninety-nine percent of these children have Spanish surnames. That a majority of the Spanish-surnamed children speak Spanish as the dominant home language has been established by questionnaires completed by parents in all previous years of the program. The majority of these children come from lower socio-economic homes.

The project is managed by a director and an evaluator from Southwest Texas State University, a coordinator from the district, and a curriculum specialist. Harlandale acts as fiscal agent for the project. Although the director administers the project, major policies are determined by the Consortium. (See Appendix for Organizational Chart.)

A major change in the program is the assumption of financing for the second grade as well as the first by the local district. Title VII is contributing funding for only kindergarten and grades 3-5 this year. Since this means that 47% of the total program is now funded by the local district itself, this appears a strong manifestation of support for the bilingual education concept and a promise of hope for its future after federal funding ceases.

This year there has been a major change in management personnel. Last year's director, Mr. Carlos Rodriguez, resigned in order to devote full time to directing the bilingual-bicultural program at Southwest Texas State University (a program emphasizing teacher-training for bilingual education.) The new director, Mr. Rene Gonzalez, who began his work in July, has a broad teaching background and an excellent knowledge of the Spanish language and of Spanish-American culture. Mr. González is the first director who has been able to devote full time to the project, although the position has always been a full-time job. Having a director

TABLE I

TEACHERS, SCHOOLS, AND SUMMARY OF PUPIL DATA

TEACHER		SCHOOL	GRADE	NUMBER OF PUPILS
Arsuaga		Collier	K	23
DeSoto		Collier	K	24
Palomino		Collier	1	25
Rendon		Collier	1	25
Mendoza		Collier	2	22
Pacheco		Collier	3	32
Esquivel		Collier	4	24
Peña		Collier	5	31
Aguirre, S.		Columbia Heights	K	27
Almaraz		Columbia Heights	K	25
Gutierrez		Columbia Heights	1	26
Lopez		Columbia Heights	1	25
Mitchell		Columbia Heights	1	26
Rodriguez, P.		Columbia Heights	1	27
Treviño		Columbia Heights	1	26
Dacy	S	Columbia Heights	2	29
Maldonado		Columbia Heights	2	28
Romero		Columbia Heights	2	29
+ Dick		Columbia Heights	2	28
Meier	E	Columbia Heights	2	28
Duarte	S	Columbia Heights	3	31
Heinsohn	E	Columbia Heights	3	31
Ingram	S	Columbia Heights	3	31
Rhoades	E	Columbia Heights	3	32
Rodriguez, A.M.	S	Columbia Heights	3	32
+ Horstmann	E	Columbia Heights	4	29
Boesewetter	E	Columbua Heights	4	29
VanCleave	S	Columbia Heights	4	29
Aguirre, R.		Columbia Heights	5	31
Garza, E.	S	Columbia Heights	5	31
Luna	E	Columbia Heights	5	31
Walling		Flanders	K	30
Flores		Flanders	1	30
Hernandez		Flanders	2	23
Fields		Flanders	3	21
Pantoja		Flanders	4	21
Frazer		Flanders	5	33
Cardenas		Gerald	1	28
Nuñez		Gerald	1	29
Garza, F.		Gerald	2	29

TEACHER		SCHOOL	GRADE	NUMBER OF PUPILS
Ybarra		Mission	1	20
Harrington		Rayburn	1	25
Saenz		Stonewall	K	22
Lozano		Stonewall	1	23
Reyna		Stonewall	1	24
Ayala		Stonewall	2	24
Rives		Stonewall	2	29
Perez		Stonewall	3	25
Reyes		Stonewall	3	29
Cloyd ↻	S	Stonewall	4	36
Hill ↻	E	Stonewall	4	35
Gonzales		Stonewall	5	35
Tenayuca		Stonewall	5	34
Jones		Wright	1	20
Engel		Wright	2	26

TOTALS:

55 Teachers	8 Schools	6 Kindergartens	151
		15 First Grades*	378
		11 Second Grades*	295
		9 Third Grades	264
		7 Fourth Grades	203
		7 Fifth Grades	226
		55 Classrooms	1517

*Although these first grades and second grades in the Bilingual Education Program are being evaluated, they are being financed by the local school district rather than by Title VII this year.

↻ Team-Teaching Arrangement. S=Spanish-Language Teacher. E=English-Language Teacher.

+ = Teacher change.

who is able to devote all his energies to the project is a decided asset and has resulted in increased efficiency. The director has been responsible for efforts to enhance community involvement with bilingual education, also.

Bilingual Instruction for Grades K-5

The federal guidelines this year which advised curtailing of evaluation to the instructional component will be adhered to and other components, such as staff development, will be dealt with only incidentally as they affect instruction. Again in accordance with federal directives, standardized tests form the backbone of the evaluation this year, and consequently, other local performance objectives have been eliminated from the design.

Testing in bilingual classrooms has proceeded on schedule. In September and again in March the testing team, composed of junior and senior rank student interns in the program who operate on a work-study basis as they prepare themselves to be elementary bilingual teachers, administered the Peabody Picture Vocabulary Test to all project pupils in kindergarten and first grade under the evaluator's supervision. Prior to testing they had received a thorough briefing from the evaluator. These student interns established good rapport with the pupils and did an excellent job of administering both a Spanish and an English version of the test (Form B of the Spanish version and Form A of the English version in the fall and the converse in the spring) to each pupil individually.* The advantages of such individualized testing on these two

*The Spanish versions were translated by a specialist in regional and standard Spanish. ~~Copies are found in the Appendix.~~ Information for obtaining copies is found in the Appendix.

grade levels is immense. Following administration, the testing team scored the tests. Immediate feedback in terms of mental age was given teachers by the evaluator.

The scores for Peabody tests and scores for all other evaluation instruments administered are put on cards and electronically processed. All evaluation instruments are scored by the student interns under the evaluator's supervision. As soon as possible the evaluator sends feedback on these scores to project teachers in order to aid them in diagnosing pupil weaknesses and beginning corrective action.

Grade level means were derived from fall Peabody scores in the following manner: pupils whose scores on the two language versions were no further than five months apart were considered balanced bilinguals, and means were derived on both languages for this group; those pupils whose scores differed six months or more on the two languages were considered dominant in one language, and means were derived only for the dominant language for these pupils. These means and the means for 1971-1972 are presented in Table II. Both sets of figures present significant evidence as to the nature of the handicap the children in this project area bring with them upon entering school--a vital concept deficit. The balanced bilinguals are the most handicapped in concept development, being between two and three years behind in each language. The Spanish-dominant are quite handicapped too, being between one and two years behind. The English-dominant bilinguals are less handicapped, being slightly more than one year behind. The deficit in concept development increases from kindergarten to first grade. The need for teachers to implement extensive measures to reduce this deficit is apparent. The figures from last year's evaluation

TABLE II

PEABODY PICTURE VOCABULARY TESTS*
FALL GRADE LEVEL MEANS
(These figures show mental age in months.)

Grade/Year	English Dominant	Spanish Dominant	Balanced Bilingual English	Spanish
K/1971-72	55	50	40	41
K/1972-73	53	51	42	42
1st/1971-72	62	59	49	49
1st/1972-73	63	53	44	44

*Pupils who have less than six months difference in mental age between English and Spanish scores are considered balanced bilinguals, and both language scores are used. Pupils whose scores in English and Spanish differ as much as 6 months are considered dominant in one language, and only the score for the dominant language is used.

and the necessity for taking corrective measures during this year were stressed in pre-service training by the evaluator.

From the fall Peabody scores, separate means were derived for this year's first grade pupils who had been in bilingual kindergarten classrooms and for those who had been in nonbilingual kindergarten classrooms last year as well as for those who had not been in kindergarten at all. (These scores are shown on Table III.) These pupils are enrolled at Collier, the only school having a Title VII bilingual kindergarten last year. Forty-three pupils are involved in all. Those pupils who had been in the bilingual kindergarten were ahead of the other two groups from nine to eighteen months in English and eleven months in Spanish. This not only represents a very real accomplishment by the bilingual kindergarter of last year but also indicates the validity of the bilingual kindergarten program for reducing the concept deficit suffered by these children when entering school.

Comparison of fall and spring Peabody scores of pupils in kindergarten reveals that 64% met the objective of the six month gain expectable between September and March in English but only 38% in Spanish. Again, 64% of first grade pupils accomplished the objective in English, and 46% succeeded in Spanish. Differences in percentages of pupils accomplishing the objective vary as much as 58% between specific classrooms. (See Table IV.)

Analysis of mean increase on Peabody scores (shown on Table V) is even more revealing: a gratifying approximate ten month gain in English for both grade levels, a satisfactory almost 6 month gain in Spanish for first grade but only a 3.42 gain for kindergarten. This last figure is caused by three of the six kindergarten classrooms. Variation in mean

TABLE III

A COMPARISON OF BILINGUAL VS. NONBILINGUAL KINDERGARTEN CONCEPT DEVELOPMENT: FALL PEABODY FIRST GRADE MEANS FOR PUPILS FROM LAST YEAR'S KINDERGARTEN

	English	Spanish
Bilingual	51.5 (26 pupils)	47.2 (28 pupils)
Nonbilingual	42.5 (6 pupils)	35.3 (6 pupils)
Nonkindergarten	33.8 (9 pupils)	36.0 (9 pupils)

Table IV

Peabody Picture Vocabulary Tests
Percentage of Pupils Accomplishing 6 Month Gain*

Teacher	School	English Version	Spanish Version
Kindergarten			
Arsuaga	Collier	50	22
DeSoto	Collier	69	44
Aguirre,S.	Columbia Heights	63	42
Almaraz	Columbia Heights	31	25
Walling	Flanders	74	52
Saenz	Stonewall	88	39
Grade Level Summary		64	38
First Grade			
Palomino	Collier	56	26
Rendon	Collier	84	79
Gutierrez	Columbia Heights	52	36
Lopez	Columbia Heights	62	58
Mitchell	Columbia Heights	67	24
Rodriguez,P.	Columbia Heights	55	32
Trevino	Columbia Heights	77	55
Flores,S.	Flanders	41	52
Cardenas	Gerald	67	43
Nuñez	Gerald	65	68
Ybarra	Mission	79	21
Harrington	Rayburn	41	29
Lozano	Stonewall	85	67
Reyna	Stonewall	76	71
Jones	Wright	56	25
Grade Level Summary		64	46

*Between September Pre-Test and March Post-Test.

TABLE V

PEABODY PICTURE VOCABULARY TESTS*
MEAN INCREASES
(These figures show mental age in months.)

Teacher	School	English Mean Increase	Spanish Mean Increase
Kindergarten			
Arsuaga	Collier	9.61	1.33
DeSoto	Collier	12.00	5.94
Aguirre, S.	Columbia Heights	10.26	6.63
Almaraz	Columbia Heights	1.38	-0.33
Walling	Flanders	11.63	7.62
Saenz	Stonewall	13.65	-2.50
	Grade Level Mean Increase	10.11	3.42
First Grade			
Palomino	Collier	5.33	2.58
Rendon	Collier	16.74	11.37
Gutierrez	Columbia Heights	8.04	-0.55
Lopez	Columbia Heights	6.23	9.08
Mitchell	Columbia Heights	7.43	-2.10
Rodriguez, P.	Columbia Heights	7.90	3.11
Treviño	Columbia Heights	10.18	9.55
Flores, S.	Flanders	6.81	6.44
Cardenas	Gerald	7.29	7.39
Nuñez	Gerald	13.50	11.05
Ybarra	Mission	11.79	6.57
Harrington	Rayburn	1.24	-0.71
Lozano	Stonewall	18.80	10.33
Reyna	Stonewall	13.88	8.65
Jones	Wright	9.37	-2.56
	Grade Level Mean Increase	9.60	5.36

*Six months intervened between September pre-test and March post-test.

gains between classrooms runs from a -2.56 to a +11.37 in Spanish and from a +1.24 to a +18.80 in English. It is recommended that the coordinator take a very close look at this table, determine which teachers need help in teaching concepts in which language, and then work with these teachers to improve teaching of concept development next year because this vitally important area should not be neglected.

Determination of interquartiles and medians for fall and spring scores (Table VI) shows that whereas only the highest quartile on each grade level made better than satisfactory gains in Spanish, all quartiles shared in good to excellent gains in English. Overall, analysis of the Peabody scores shows that teachers in this project are successfully working to remedy the concept deficit (previously mentioned) that these children suffer upon entering school.

The Metropolitan Readiness Test, Form A, was given in kindergarten by the teachers in March. The kindergarten objective was that half of the pupils should reach the 40th percentile. This percentile rather than the 50th was picked because the test was given more than nine weeks before the end of school, and 25% of the school term remained. Sixty percent of the pupils reached this objective (See Table VII) in spite of extremely low performance by two classrooms. Interquartiles which were computed for this test (Table XIII) reveal that more than three-fourths of the pupils performed above the 26th percentile; more than half, above the 48th and one fourth, above the 77th. This is a praiseworthy accomplishment by the majority of the kindergarten teachers.

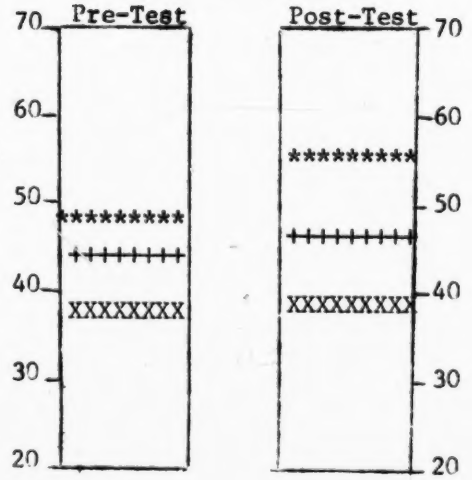
Metropolitan Achievement Tests, Primary I A, were administered by first grade teachers in March. (See Table VIII for results.) Overall,

Table VI

Peabody Picture Vocabulary Tests*
Interquartiles and Medians**

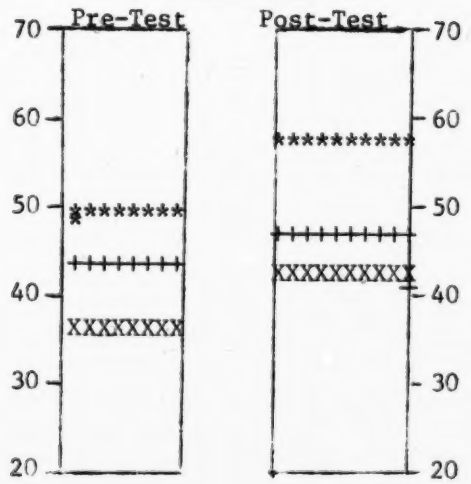
Spanish Version

KINDERGARTEN



	Pre-Test	Post-Test
3rd Q:	48	55
Median:	44	47
1st Q:	38	39

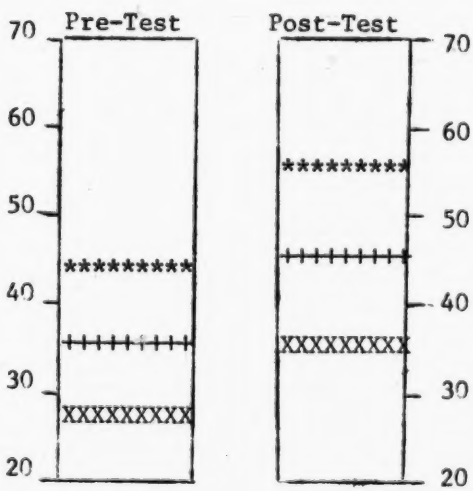
FIRST GRADE



	Pre-Test	Post-Test
3rd Q:	50	59
Median:	44	48
1st Q:	38	41

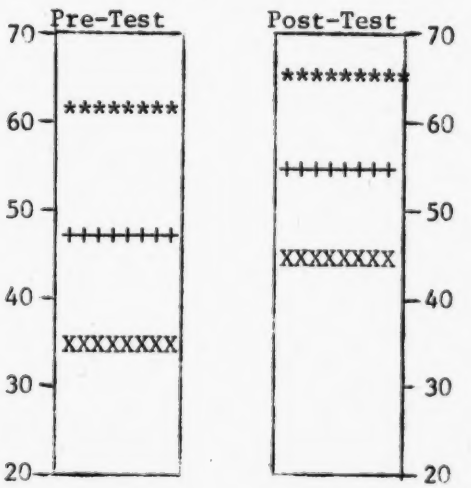
English Version

KINDERGARTEN



	Pre-Test	Post-Test
3rd Q:	44	57
Median:	37	45
1st Q:	29	36

FIRST GRADE



	Pre-Test	Post-Test
3rd Q:	61	66
Median:	48	55
1st Q:	35	46

*Figures indicate mental age in months.
1st Quartile = XXXXX Median = +++++ 3rd Quartile = ***

TABLE VII

METROPOLITAN ACHIEVEMENT TEST - KINDERGARTEN

PERCENTAGE OF PUPILS ATTAINING 40TH PERCENTILE*

Teacher	Percentage of Pupils
Arsuaga	68%
DeSoto	85%
Almaraz	14%
Aguirre, S.	19%
Walling	100%
Saenz	72%
SUMMARY FOR THIS GRADE	60%

*This test was given in March.

TABLE VIII

METROPOLITAN ACHIEVEMENT TEST - FIRST GRADE

PERCENTAGE OF PUPILS ATTAINING 1.6 GRADE EQUIVALENT*

TEACHER	WORD KNOWLEDGE	WORD DISCRIMINATION	READING	MATH
Palomino	100	96	61	17
Rendon	83	27	42	46
Gutierrez	46	23	96	96
Lopez	10	10	67	70
Mitchell	63	33	67	81
Rodriguez	91	18	64	55
Treviño	22	26	89	56
Flores, S.	62	57	0	70
Cardenas	70	81	63	81
Nuñez	52	56	46	68
Ybarra	44	44	78	67
Harrington	61	57	48	70
Lozano	86	95	81	76
Reyna	62	63	80	86
Jones	71	59	41	76
SUMMARY FOR THIS GRADE	62	50	63	68

*This test was given in March.

TABLE IX

METROPOLITAN ACHIEVEMENT TEST - SECOND GRADE

PERCENTAGE OF PUPILS ATTAINING 6 MONTH GAIN IN GRADE EQUIVALENT*

TEACHER	WORD KNOWLEDGE	WORD DISCRIMINATION	READING	MATH
Mendoza	]32	58	32	58
Dacy	28	67	42	95
Belasco	47	59	35	76
Maldonado	25	87	19	62
Romero	22	61	9	43
Meier	29	33	24	50
Hernandez	37	84	42	68
Garza	19	71	19	30
Ayala	25	46	12	58
Rives	89	82	68	57
Engel	8	33	8	0
SUMMARY FOR THIS GRADE	34	61	29	53

*Pre-test was in September; post-test was in March.

TABLE X

METROPOLITAN ACHIEVEMENT TEST - THIRD GRADE

PERCENTAGE OF PUPILS ATTAINING 6 MONTH GAIN IN GRADE EQUIVALENT*

TEACHER	WORD KNOWLEDGE	WORD DISCRIMINATION	READING	LANGUAGE	MATH	PROBLEM SOLVING
Pacheco	48	52	42	73	78	17
Duarte	10	38	24	45	43	10
Heinsohn	24	40	28	44	36	32
Rees	24	28	36	45	37	10
Rhoades	17	36	30	32	40	24
DeLaRosa	25	52	30	60	16	25
Fields	53	79	53	74	74	26
Perez	58	63	63	79	56	24
Reyes	4	35	8	65	80	12
SUMMARY FOR THIS GRADE	28	45	34	56	50	20

*Pre-test was in September; post-test was in March.

TABLE XI

METROPOLITAN ACHIEVEMENT TEST - FOURTH GRADE

PERCENTAGE OF PUPILS ATTAINING 6 MONTH GAIN
IN GRADE EQUIVALENT*

TEACHER	WORD KNOWLEDGE	WORD DISCRIMINATION	READING	LANGUAGE	MATH	PROBLEM SOLVING
Esquivel	30	26	29	29	30	9
Horstmann	19	30	41	50	36	22
Boesewetter	18	32	41	32	19	24
VanCleave	15	35	28	32	27	22
Pantoja	50	38	33	62	45	20
Gloyd	100	38	41	71	82	41
Hill	23	19	35	31	45	12
SUMMARY FOR THIS GRADE	39	31	36	45	44	22

*Pre-test was in September; post-test was in March.

TABLE XII

METROPOLITAN ACHIEVEMENT TEST - FIFTH GRADE

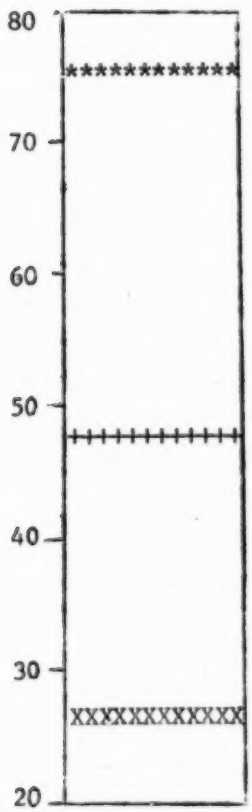
PERCENTAGE OF PUPILS ATTAINING 6 MONTH GAIN IN GRADE EQUIVALENT*

TEACHER	WORD KNOWLEDGE	READING	LANGUAGE	MATH	PROBLEM SOLVING	SOCIAL STUDIES	SCIENCE
Peña	22	32	27	43	45	29	41
Aguirre,R.	39	34	34	22	11	34	22
Garza	35	39	30	52	52	21	33
Luna	42	23	35	58	36	32	44
Frazer	28	55	72	93	34	55	28
Gonzalez	28	38	45	26	45	31	35
Tenayuca	31	64	54	61	30	46	38
SUMMARY FOR THIS GRADE	32	41	43	50	36	36	36

*Pre-test was in September; post-test was in March.

TABLE XIII

METROPOLITAN ACHIEVEMENT TEST - KINDERGARTEN
INTERQUARTILES BASED ON PERCENTILES*



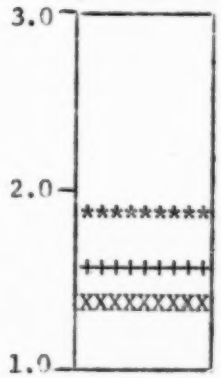
3rd Percentile:	77
Median :	48
1st Percentile:	26

*1st Percentile: XXXXX Median: +++++ 3rd Percentile: *****

TABLE XIV

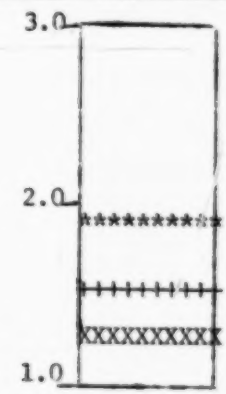
METROPOLITAN ACHIEVEMENT TEST - FIRST GRADE
INTERQUARTILES BASED ON GRADE EQUIVALENTS*

Word Knowledge



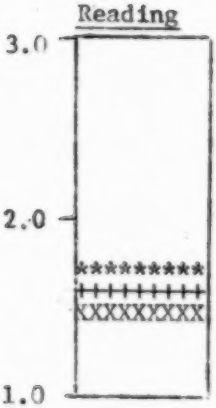
3rd Q: 1.9
Median: 1.6
1st Q: 1.4

Word Discrimination



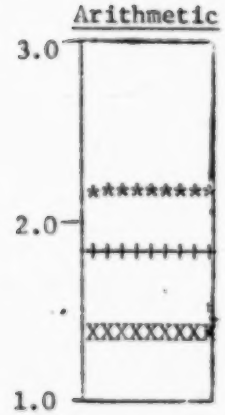
3rd Q: 1.9
Median: 1.5
1st Q: 1.3

Reading



3rd Q: 1.7
Median: 1.6
1st Q: 1.5

Arithmetic



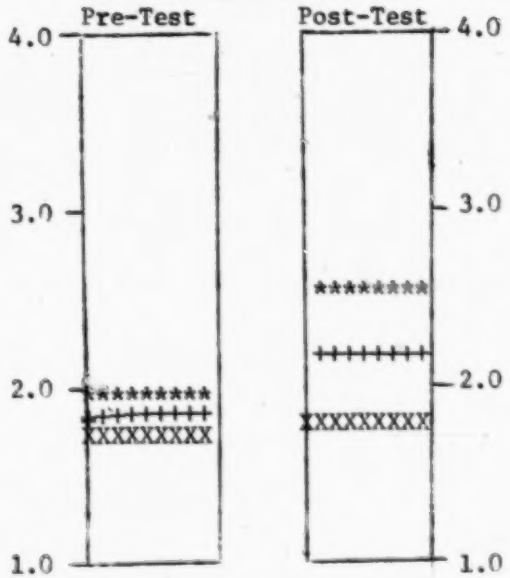
3rd Q: 2.2
Median: 1.8
1st Q: 1.4

*1st Quartile: XXXXX Median: +++++ 3rd Quartile: *****

TABLE XV

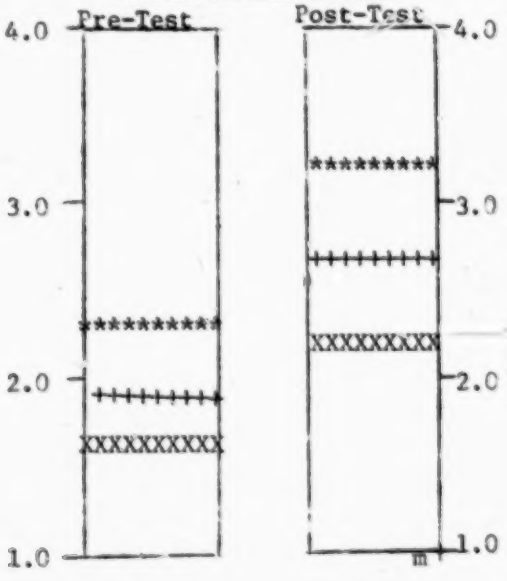
METROPOLITAN ACHIEVEMENT TEST RESULTS - SECOND GRADE
INTERQUARTILES BASED ON GRADE EQUIVALENTS*

WORD KNOWLEDGE



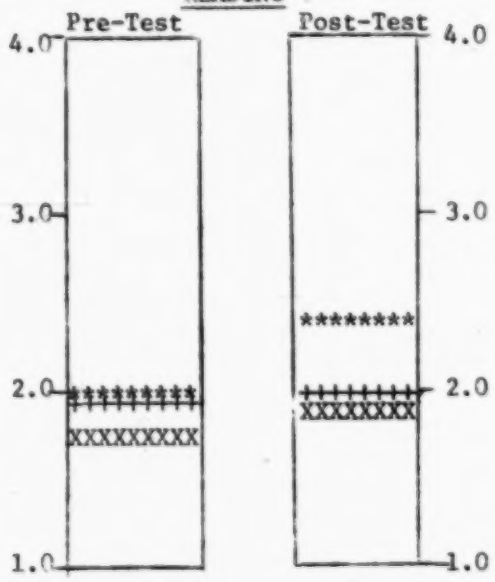
	Pre-Test	Post-Test
3rd Q:	2.0	2.6
Median:	1.8	2.1
1st Q:	1.7	1.8

WORD DISCRIMINATION



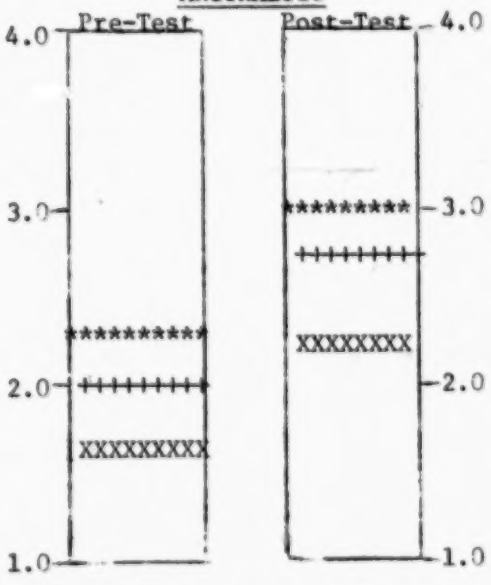
	Pre-Test	Post-Test
3rd Q:	2.3	3.2
Median:	1.9	2.6
1st Q:	1.6	2.1

READING



	Pre-Test	Post-Test
3rd Q:	2.0	2.4
Median:	1.9	2.0
1st Q:	1.7	1.9

ARITHMETIC



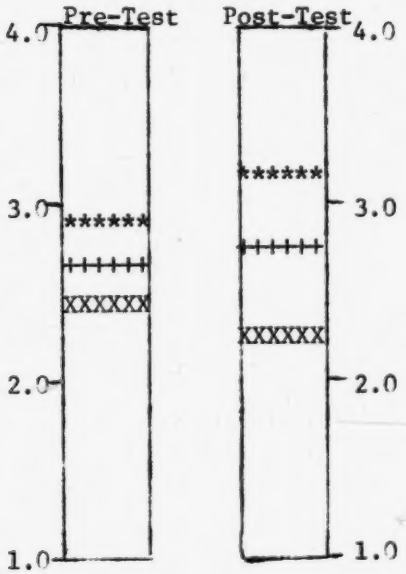
	Pre-Test	Post-Test
3rd Q:	2.3	3.0
Median:	2.0	2.7
1st Q:	1.6	2.2

*1st Quartile: XXXXXXX Median: +++++++ 3rd Quartile: *******

TABLE XVI

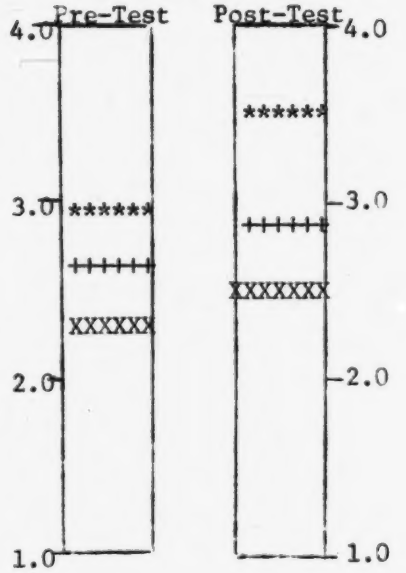
METROPOLITAN ACHIEVEMENT TEST RESULTS - THIRD GRADE
INTERQUARTILES BASED ON GRADE EQUIVALENTS*

WORD KNOWLEDGE



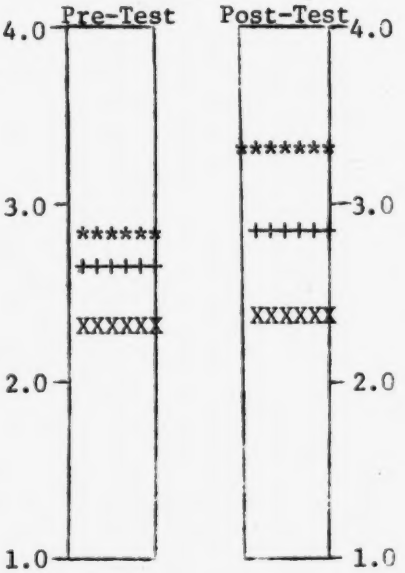
	Pre-Test	Post-Test
3rd Q:	2.9	3.1
Median:	2.6	2.7
1st Q:	2.4	2.3

WORD DISCRIMINATION



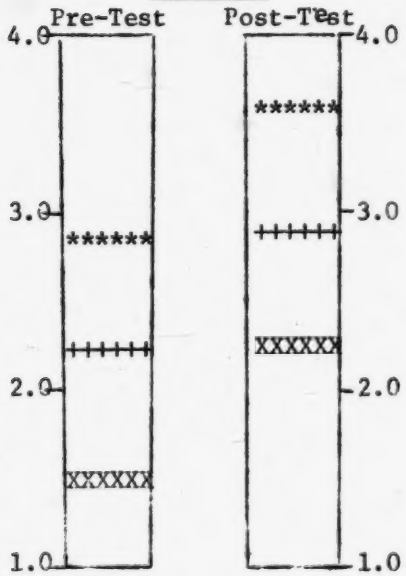
	Pre-Test	Post-Test
3rd Q:	2.9	3.5
Median:	2.6	2.8
1st Q:	2.3	2.5

READING



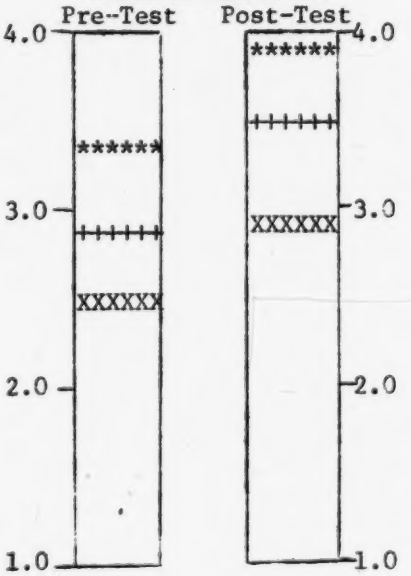
	Pre-Test	Post-Test
3rd Q:	2.8	3.3
Median:	2.6	2.8
1st Q:	2.3	2.4

LANGUAGE



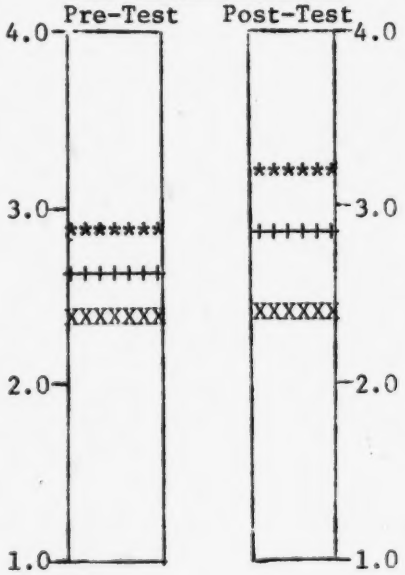
	Pre-Test	Post-Test
3rd Q:	2.9	3.7
Median:	2.2	2.9
1st Q:	1.5	2.2

MATH COMPUTATION



	Pre-Test	Post-Test
3rd Q:	3.4	3.9
Median:	2.9	3.5
1st Q:	2.5	2.9

MATH PROB. SOLVING

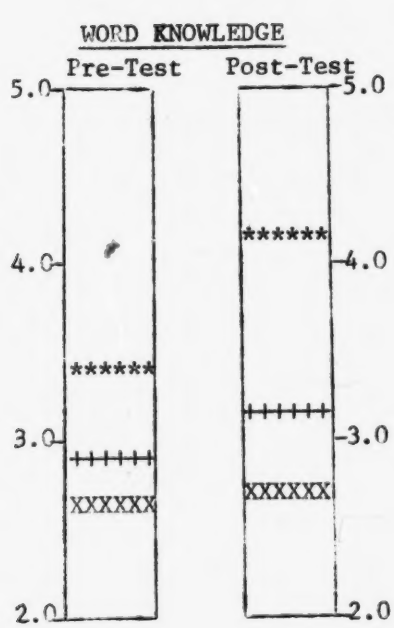


	Pre-Test	Post-Test
3rd Q:	2.9	3.1
Median:	2.6	2.8
1st Q:	2.4	2.4

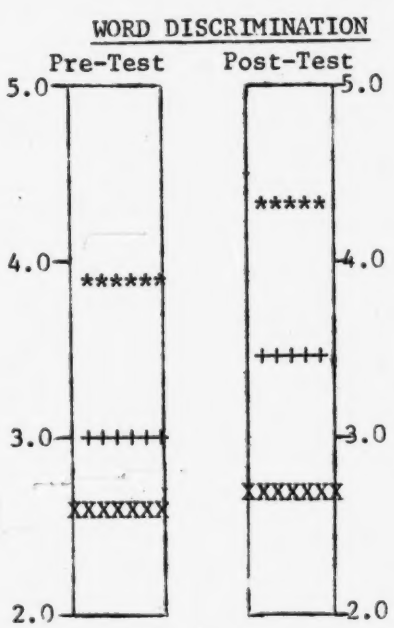
*1st Quartile: XXXXX Median: +++++ 3rd Quartile: ******

TABLE XVII

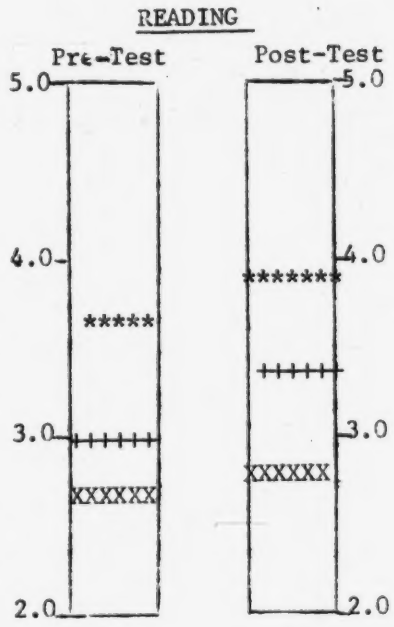
METROPOLITAN ACHIEVEMENT TEST RESULTS - FOURTH GRADE
INTERQUARTILES BASED ON GRADE EQUIVALENTS*



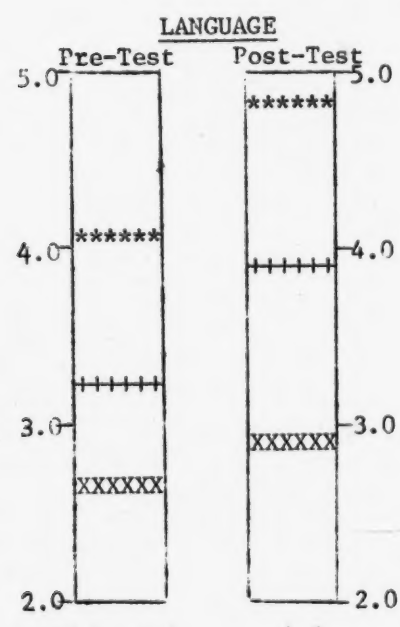
	Pre-Test	Post-Test
3rd Q:	3.4	4.1
Median:	2.9	3.1
1st Q:	2.6	2.7



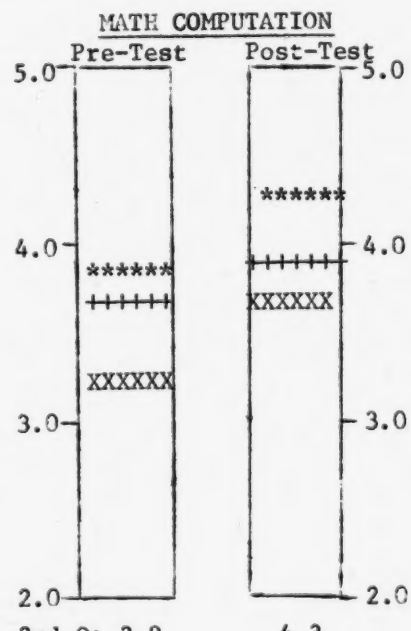
	Pre-Test	Post-Test
3rd Q:	3.9	4.3
Median:	3.0	3.5
1st Q:	2.6	2.7



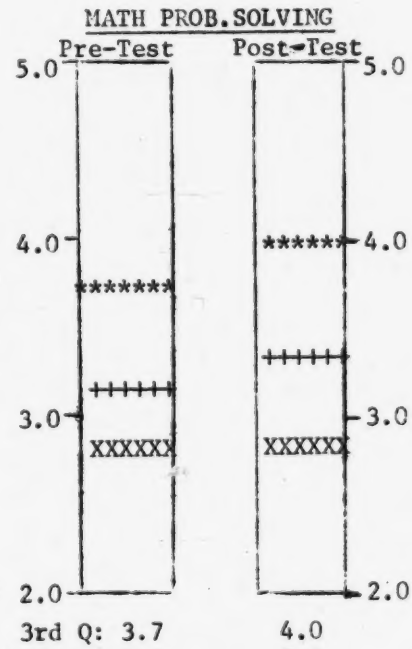
	Pre-Test	Post-Test
3rd Q:	3.6	3.9
Median:	3.0	3.4
1st Q:	2.6	2.8



	Pre-Test	Post-Test
3rd Q:	4.1	4.8
Median:	3.3	3.8
1st Q:	2.6	2.9



	Pre-Test	Post-Test
3rd Q:	3.8	4.3
Median:	3.6	3.9
1st Q:	3.3	3.6



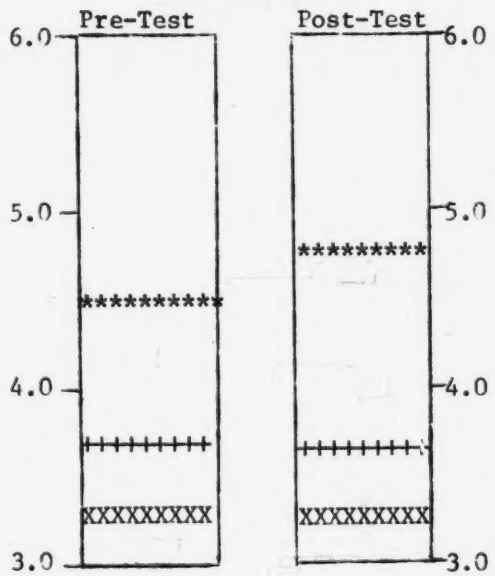
	Pre-Test	Post-Test
3rd Q:	3.7	4.0
Median:	3.1	3.4
1st Q:	2.8	2.8

* 1st Quartile: XXXXX Median: +++++ 3rd Quartile: *****

TABLE XVIII

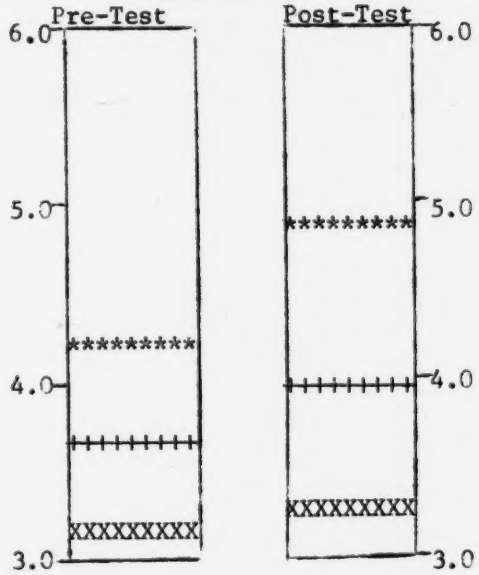
METROPOLITAN ACHIEVEMENT TEST RESULTS - FIFTH GRADE
INTERQUARTILES BASED ON GRADE EQUIVALENTS*

WORD KNOWLEDGE



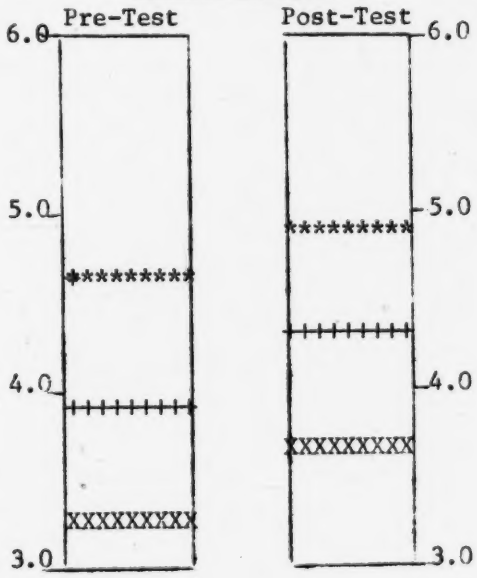
	Pre-Test	Post-Test
3rd Q:	4.5	4.7
Median:	3.7	3.7
1st Q:	3.3	3.3

READING



	Pre-Test	Post-Test
3rd Q:	4.2	4.9
Median:	3.7	4.0
1st Q:	3.1	3.3

SOCIAL STUDIES

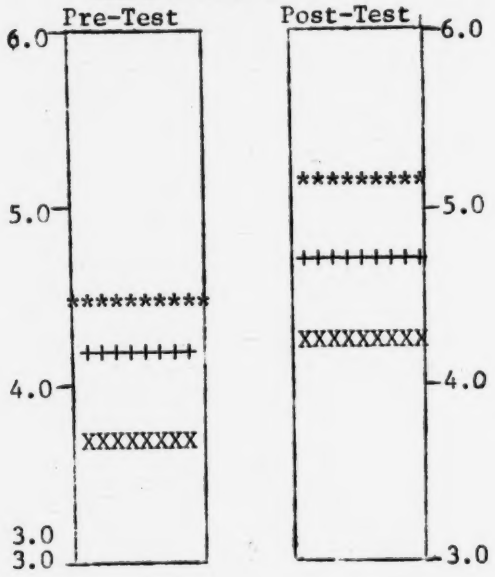


	Pre-Test	Post-Test
3rd Q:	4.6	4.9
Median:	3.9	4.3
1st Q:	3.3	3.6

*1st Quartile: XXXXX Median: +++++ 3rd Quartile: *****

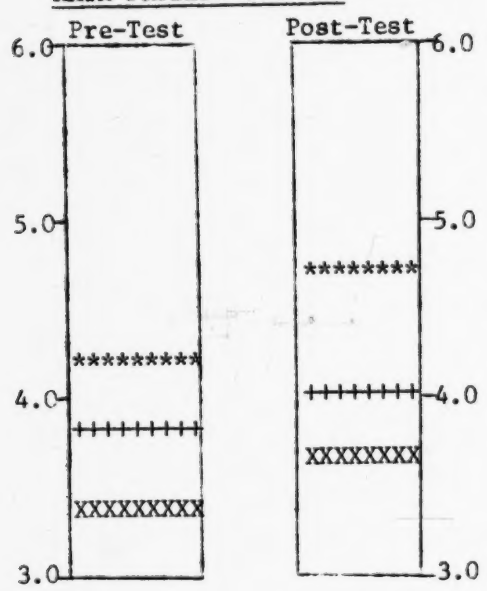
TABLE XVIII CONTINUED:

MATH COMPUTATION



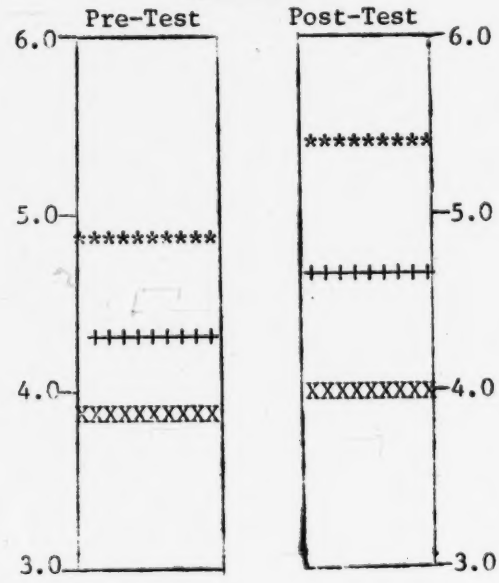
	Pre-Test	Post-Test
3rd Q:	4.5	5.1
Median:	4.1	4.6
1st Q:	3.6	4.2

MATH PROBLEM SOLVING



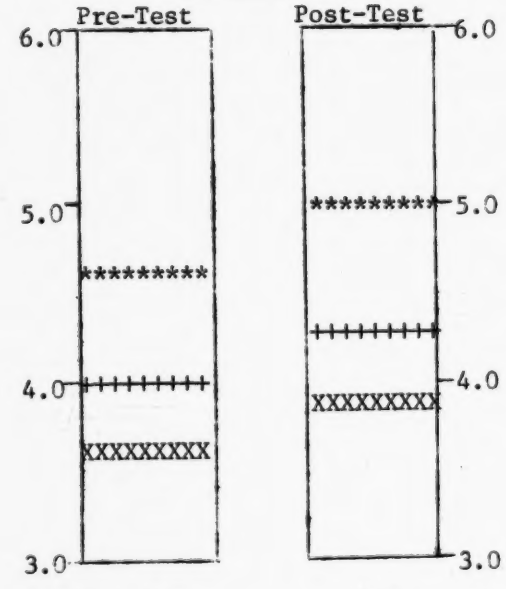
	Pre-Test	Post-Test
3rd Q:	4.2	4.7
Median:	3.8	4.0
1st Q:	3.4	3.6

LANGUAGE



	Pre-Test	Post-Test
3rd Q:	4.9	5.4
Median:	4.3	4.6
1st Q:	3.9	4.0

SCIENCE



	Pre-Test	Post-Test
3rd Q:	4.6	5.0
Median:	4.0	4.3
1st Q:	3.6	3.9

*1st Quartile: XXXXX Median: +++++ 3rd Quartile: *****

better than 60% of the pupils attained the 1.6 grade equivalent objective (expectable for half the pupils) in all four categories, with percentages in word discrimination being somewhat lower and in math being somewhat higher. Interquartiles were computed and reveal that medians were approximately at the 1.6 level in all categories. (See Table XIV.) This is an excellent accomplishment by first grade teachers.

Teachers in grades 2-5 administered Form A of the appropriate Metropolitan Achievement Test in September and Form B in March. The objective was that half of the pupils should attain the 6 month gain in grade equivalent expectable between fall and spring testing. (See Tables IX - XII.) In second grade more than half attained the objective in word discrimination and in math, but only 34% and 29% succeeded in word knowledge and reading comprehension, respectively. Approximately one-half of the third graders succeeded in word discrimination, math computation, and language; however, percentages in reading comprehension (34%), word knowledge (28%), and problem-solving/concepts (20%) range from 16% to 30% below expectations. Slightly less than one-half of the fourth graders succeeded in language and math computation; slightly more than one-third attained the objective in word knowledge, reading, and word discrimination, but only 22% did so in problem-solving. Close to half of the fifth-graders accomplished the objective in reading comprehension, language, and math computation; only about 35% were successful in the other [illegible] four areas (word knowledge, social studies, science and problem-solving.) Generally speaking, amount of gain in the areas of word discrimination, language and math computation is good.

Metropolitan interquartiles and medians were computed for grade levels 2-5 and are shown on Tables XV-XVIII. Again as in prevdous years,

medians in word discrimination, math computation, and language usually run higher than those in word knowledge, reading comprehension, and math problem-solving/concepts. In second grade medians are even with national norms in grade equivalant in two areas and five months behind in the other two areas. As the grade level progresses upward, grade equivalent scores fall further behind until scores in fifth grade fall from one year to a year and a half behind, depending on the subject matter area. However, it must be borne in mind that no achievement test on the market at this time is constructed for or is normed for the pupil population represented in this project.

Comparison of quartile scores with percentages of pupils fulfilling the objectives on the Metropolitan at all grade levels is suggestive. There is a large variability between classrooms as to the percentage of pupil success. Also a large variability exists between classrooms as to the area(s) of pupil success. It is recommended that the coordinator take a very careful comparative look at percentages of success for the teachers at each grade level. Then teachers whose pupils did unusually well in specific areas could be consulted with in an effort to determine reasons for their expertise and to lead to a sharing of this expertise with their fellow teachers. Teachers whose pupils performed very poorly (in the problem areas, in particular) should be counseled with and possibly even directed to college course work which might serve to alleviate their shortcomings. Additional observations based on the classroom allocation of time observed by the coordinator will be discussed further on in this report.

In September and again in March teachers administered the Inter-Americana Spanish reading test, the Prueba de Lectura, Form CEs in the fall and Form DEs in the spring. Level 1 of the test was given in second grade, level 2 in third grade and level 3 in fourth and fifth grades. This is a

rather difficult test, but it was the only one available at the commencement of this project and is still used so that a longitudinal study can be possible next year, which is the last year of the project.

Only raw scores are available for this test. Total possible raw scores on vocabulary and comprehension for second grade are 40 and 40; for third grade, 40 and 70; for fourth and fifth grade, 45 and 80. The objective of a gain in raw score in vocabulary and in reading comprehension between fall and spring was fulfilled by better than 50% of the pupils on all grade levels in all but ten instances. (See Table XIX.) Nine of these instances were on fourth and fifth grade levels, and seven of the ten were in the area of reading comprehension.

The tables showing fall and spring means and standard deviations (XXI) and mean increases in scores (XX) are more revealing as to difference in performance between classrooms. Scores vary from a -2.88 to a $\pm$18.31. Good improvement is evident in a majority of the classrooms on second and third grade levels and in half of the fourth grade classrooms. Only one fifth grade classroom shows substantial improvement. Again the variability in scores indicates that the coordinator should take a careful look at this table, determine which teachers are failing to help their pupils achieve significant success in this area and arrange that remedial measures be instituted, whether these be college coursework, in-service training or personal conferences.

In order to compensate for the lack of inclusion of social studies and science on the Metropolitan in grades 1-4, those particular portions (previously, validity and reliability on these portions had been established) of the locally-developed Bilingual Education Program test were administered in grades 2-4 in September by project teachers and in grades 1-4 in March.

TABLE XIX

PRUEBA DE LECTURA
PERCENTAGE OF PUPILS ATTAINING OBJECTIVE*

Grade	Teacher	Vocabulary	Reading Comprehension
2	Mendoza	89	78
	Dacy	50	61
	Belasco	50	55
	Maldonado	81	62
	Romero	68	68
	Meier	63	50
	Hernandez	90	86
	Garza, F.	86	77
	Ayala	92	87
	Rives	88	92
	Engel	87	61
SUMMARY FOR THIS GRADE		78	72
3	Pacheco	77	81
	Duarte	56	74
	Heinsohn	68	82
	Ingram	73	87
	Rhoades	70	57
	Rodriguez ,A.M.	56	92
	Fields	78	44
	Perez	70	90
	Reyes	78	74
SUMMARY FOR THIS GRADE		69	77

*A gain between pre-test in September and post-test in March.

TABLE XIX CONTINUED:

Grade	Teacher	Vocabulary	Reading Comprehension
4	Esquivel	68	45
	Horstmann	19	19
	Boesewetter	68	68
	Van Cleave	52	81
	Pantoja	85	45
	Gloyd	67	70
	Hill	67	71
SUMMARY FOR THIS GRADE		60	58
5	Peña	38	50
	Aguirre, R.	93	97
	Garza, E.	50	35
	Luna	54	71
	Frazer	39	67
	Gonzales	41	31
	Tenayuca	42	38
SUMMARY FOR THIS GRADE		52	55

TABLE XX

PRUEBA DE LECTURA
MEAN INCREASES*

Grade	Teacher	Vocabulary	Reading Comprehension
2	Mendoza	8.78	6.72
	Dacy	3.78	1.28
	Belasco	0.40	0.00
	Maldonado	7.75	2.37
	Romero	5.18	2.82
	Meier	3.95	0.11
	Hernandez	10.00	7.86
	Garza, F.	9.00	4.50
	Ayala	9.21	8.04
	Rives	7.27	10.08
	Engel	7.83	-0.22
	SUMMARY FOR THIS GRADE	6.75	4.21
3	Pacheco	3.73	9.96
	Duarte	2.30	7.78
	Heinsohn	3.75	10.04
	Ingram	2.33	8.77
	Rhoades	4.22	1.83
	Rodriguez, A.M.	1.80	7.00
	Fields	2.61	1.67
	Perez	3.20	9.10
	Reyes	3.44	2.96
	SUMMARY FOR THIS GRADE	3.04	6.79

*Over a six-month interval.

TABLE XX CONTINUED:

Grade	Teacher	Vocabulary	Reading Comprehension
4	Esquivel	2.41	1.00
	Horstmann	-1.44	-1.89
	Boesewetter	3.26	3.37
	VanCleave	0.76	4.73
	Pantoja	4.35	-0.50
	Gloyd	1.27	3.79
	Hill	1.85	2.79
	SUMMARY FOR THIS GRADE	1.59	2.03
5	Peña	-0.42	0.00
	Aguirre, R.	6.86	18.31
	Garza, E.	0.04	-2.88
	Luna	0.29	2.86
	Frazer	-1.72	2.61
	Gonzales	-0.19	-2.16
	Tenayuca	-0.69	-0.96
	SUMMARY FOR THIS GRADE	0.77	2.64

TABLE XXI

PRUEBA DE LECTURA
MEANS AND STANDARD DEVIATIONS

		VOCABULARY			READING COMPREHENSION		
Grade		Mean	Standard Deviation	Number Of Pupils Tested	Mean	Standard Deviation	Number Of Pupils Tested
2	Pre-Test	15	8	265	12	6	264
	Post-Test	21	9	267	16	7	266
3	Pre-Test	14	6	246	19	8	246
	Post-Test	17	7	246	25	10	246
4	Pre-Test	6	3	193	12	5	193
	Post-Test	8	4	191	14	6	193
5	Pre-Test	8	4	204	15	5	203
	Post-Test	9	5	205	18	10	206

Half of the classrooms were given the English version of the test; half were given the Spanish version. (Copies of both versions are found in the appendix.)

Data is in raw scores, with total possible scores being 10 in each area for first grade, 20 for second, 30 for third, and 40 for fourth. The objective for first grade pupils was to attain 60% correct in each area and for grades 2-4 an increase between fall and spring scores in both areas. From 48% to 100% of the pupils in first grade classrooms attained the objective. Overall, better than 90% of these pupils attained the objective. Approximately two-thirds of the pupils in grades 2-4 attained the objective with only four exceptions. (See Table XXII.)

In order to ascertain whether accomplishment would be higher in English or in Spanish, means and standard deviations were derived for fall and spring scores (see Table XXIV), and mean increases between fall and spring were computed for pupils in grades 2-4 (see Table XXIII.) Difference between performance in Spanish and in English is small except for fourth grade level, where spring means reflect a higher increase in both social studies and science on the Spanish version of the test. This is a matter of interest, and an effort will be made to explore this subject further next year. Again half of the classrooms will be given the test in English and half in Spanish. A t-test will be run to determine whether or not differences are significant.

In the course of their classroom observations during the year the coordinator and, to a lesser extent, the curriculum specialist as well filled out forms indicating the amount of time spent in each language in the subject areas of math, social studies and science. In addition, the form provided

TABLE XXII

BEP TEST IN SOCIAL STUDIES AND SCIENCE
PERCENTAGE OF PUPILS ATTAINING OBJECTIVE*

Grade	Version	Teacher	Social Studies	Science
1	English	Palomino	95	100
		Gutierrez	100	96
		Mitchell	100	100
		Cardenas	89	100
		Ybarra	89	94
		Lozano	96	96
		Jones	87	100
	GRADE SUMMARY FOR THIS VERSION		94	98
1	Spanish	Rendon	92	96
		Lopez	83	100
		Rodriguez,P.	95	100
		Nuñez	71	86
		Harrington	96	100
		Reyna	100	100
		Flores,S.	48	92
		Treviño	86	91
	GRADE SUMMARY FOR THIS VERSION		83	95
2	English	Dacy	95	86
		Belasco	65	59
		Maldonado	83	64
		Mendoza	85	65
		Engel	17	48
		Ayala	68	82
	GRADE SUMMARY FOR THIS VERSION		68	68

*60% correct for first grade test in March; a gain from September pre-test to March post-test for grades 2-4.

TABLE XXII CONTINUED:

Grade	Version	Teacher	Social Studies	Science
2	Spanish	Romero	67	62
		Meier	58	58
		Hernandez	70	55
		Garza,F.	64	68
		Rives	89	79
	GRADE SUMMARY FOR THIS VERSION		71	65
3	English	Rodriguez,A.M.	83	91
		Heinsohn	88	76
		Ingram	55	71
		Pacheco	61	78
		Perez	55	50
	GRADE SUMMARY FOR THIS VERSION		68	74
3	Spanish	Rhoades	50	54
		Duarte	79	64
		Fields	84	74
		Reyes	78	73
	GRADE SUMMARY FOR THIS VERSION		72	66
4	English	Boesewetter	80	75
		Esquivel	77	77
		Hill	55	52
	GRADE SUMMARY FOR THIS VERSION		68	66
4	Spanish	Horstmann	70	93
		VanCleave	42	81
		Pantoja	35	75
		Gloyd	91	97
	GRADE SUMMARY FOR THIS VERSION		63	68

TABLE XXIII

BEP TEST IN SOCIAL STUDIES AND SCIENCE
MEAN INCREASES

Grade	Version	Teacher	Social Studies	Science
2	English	Dacy	4.00	2.86
		Belasco	1.65	1.00
		Maldonado	1.33	1.36
		Mendoza	2.60	1.60
		Engel	-0.74	0.78
		Ayala	2.05	2.23
	GRADE SUMMARY FOR THIS VERSION		1.79	1.67
2	Spanish	Romero	2.24	0.76
		Meier	0.58	1.21
		Hernandez	1.85	0.65
		Garza,F.	1.95	2.09
		Rives	3.63	1.39
	GRADE SUMMARY FOR THIS VERSION		2.17	1.25
3	English	Rodriguez,A.M.	2.96	2.96
		Heinsohn	3.04	2.08
		Ingram	0.77	2.77
		Pacheco	0.78	2.83
		Perez	0.95	1.15
	GRADE SUMMARY FOR THIS VERSION		1.68	2.41
3	Spanish	Rhoades	1.17	0.75
		Duarte	2.75	1.46
		Fields	3.32	2.79
		Reyes	0.81	2.46
	GRADE SUMMARY FOR THIS VERSION		1.94	1.81

TABLE XXIII CONTINUED:

Grade	Version	Teacher	Social Studies	Science
4	English	Boesewetter	2.85	2.35
		Esquivel	2.45	2.77
		Hill	1.16	0.61
	GRADE SUMMARY FOR THIS VERSION		2.01	1.74
4	Spanish	Horstmann	3.22	5.89
		VanCleave	0.35	3.58
		Pantoja	-0.65	1.40
		Gloyd	6.06	11.79
	GRADE SUMMARY FOR THIS VERSION		2.67	6.31

TABLE XXIV

BEP TEST IN SOCIAL STUDIES AND SCIENCE
MEANS AND STANDARD DEVIATIONS

Social Studies

Grade	Version		Mean	Standard Deviation	Number Of Pupils Tested
1	English	March Test	8	2	159
1	Spanish	March Test	8	2	189
2	English	Pre-Test	16	2	140
2	English	Post-Test	17	1	121
2	Spanish	Pre-Test	13	2	123
2	Spanish	Post-Test	15	2	109
3	English	Pre-Test	23	3	140
3	English	Post-Test	25	2	122
3	Spanish	Pre-Test	20	3	107
3	Spanish	Post-Test	22	4	98
4	English	Pre-Test	29	3	83
4	English	Post-Test	31	3	73
4	Spanish	Pre-Test	27	4	107
4	Spanish	Post-Test	30	4	109

Science

1	English	March Test	9	1	159
1	Spanish	March Test	9	2	189

TABLE XXIV CONTINUED:

Grade	Version		Mean	Standard Deviation	Number Of Pupils Tested
2	English	Pre-Test	15	2	140
2	English	Post-Test	17	1	117
2	Spanish	Pre-Test	15	2	123
2	Spanish	Post-Test	16	2	110
3	English	Pre-Test	23	3	140
3	English	Post-Test	25	3	122
3	Spanish	Pre-Test	20	3	107
3	Spanish	Post-Test	22	3	97
4	English	Pre-Test	29	4	83
4	English	Post-Test	31	3	73
4	Spanish	Pre-Test	25	5	107
4	Spanish	Post-Test	32	4	109

for a stipulation as to amount of time spent on each aspect of the language arts when English or Spanish were being taught. (A copy of the form is found in the appendix.) The data gathered from these forms appears in Tables XXV, XXVI and XXVII. Examination of the data reveals the following significant facts in relationship to test results:

1) Fifty percent or more teaching in the areas of math, social studies and science was done in Spanish. Therefore, it is not surprising that scores on the Spanish version of the local test were as high as or even slightly higher than those on the English version.

2) In English teaching a great deal of time was spent on spelling and phonics, as much as or more than that spent on reading comprehension. That fact is reflected in the poor results on the reading and problem-solving (which requires reading) portions of the Metropolitan tests.

3) In English teaching the additional concentration on vocabulary/ concept development is reflected in good results for the Peabody tests and in improved results over last year for the word knowledge portion of the Metropolitan.

4) In Spanish concentration on sounds in oral language teaching and excessive expenditure of time on phonics and spelling (a great deal more than is spent on reading comprehension) is reflected to a certain extent by Peabody results and to a greater extent by Prueba results, especially those failures on fourth and fifth grade levels. It is recommended that the coordinator take extensive steps to assure that this situation is corrected, for the good of the program. One of these steps quite definitely should involve elimination of cuadernos for pupils' use beyond second grade level and provision of cuadernos for teachers' use, only for remedial measures, beyond second grade level.

TABLE XXV

CLASSROOM ALLOCATION OF TIME OBSERVED BY COORDINATORS

GRADE	SOCIAL STUDIES		MATH		SCIENCE/HEALTH	
	ENGLISH	SPANISH	ENGLISH	SPANISH	ENGLISH	SPANISH
K	33%	67%	32%	68%	34%	66%
1	39%	61%	38%	62%	33%	67%
2	42%	58%	42%	58%	51%	49%
3	37%	63%	33%	67%	48%	52%
4	32%	68%	40%	60%	44%	56%
5	40%	60%	26%	74%	50%	50%

TABLE XXVI

ALLOCATION OF TIME IN LANGUAGE TEACHING -- ENGLISH
(OBSERVED BY COORDINATORS)

(Figures indicate percentage of time spent in each area.)

Grade	ORAL LANGUAGE DEVELOPMENT					WRITTEN LANGUAGE DEVELOPMENT						
	Listening Comprehension	Sounds	Word Structure	Syntax	Concept/ Vocabulary	Phonics	Reading	Hand-Writing	Spelling	Grammar	Mechanics of Form	Creative Writing
K	19	19	5	5	40	8	3	0	0	0	0	0
1	8	7	4	5	13	15	22	7	12	5	2	0
2	14	2	3	3	17	10	24	3	10	7	4	2
3	8	5	3	4	18	23	14	3	14	0	4	4
4	2	2	2	7	3	10	30	2	29	13	0	0
5	0	17	10	4	15	4	29	0	0	0	13	6

	TOTAL ORAL LANGUAGE DEVELOPMENT	TOTAL WRITTEN LANGUAGE DEVELOPMENT
K	89	11
1	37	63
2	40	60
3	38	62
4	16	84
5	46	54

TABLE XXVII

ALLOCATION OF TIME IN LANGUAGE TEACHING -- SPANISH
(OBSERVED BY COORDINATORS)

(Figures indicate percentage of time spent in each area.)

	ORAL LANGUAGE DEVELOPMENT					WRITTEN LANGUAGE DEVELOPMENT							
Grade	Listening Comprehension	Sounds	Word Structure	Syntax	Concept/ Vocabulary	Phonics	Reading	Hand-Writing	Spelling	Grammar	Mechanics of Form	Creative Writing	Public Speaking
K	14	13	11	3	43	5	2	0	0	0	0	0	9
1	4	11	0	0	14	32	24	0	7	7	1	0	0
2	3	6	3	7	13	28	20	1	13	1	2	0	3
3	3	5	15	9	23	4	11	2	12	4	5	2	6
4	7	12	10	13	10	15	10	3	12	3	3	0	0
5	8	9	11	7	9	18	22	0	2	2	2	0	8

	TOTAL ORAL LANGUAGE DEVELOPMENT	TOTAL WRITTEN LANGUAGE DEVELOPMENT
K	84	16
1	29	71
2	32	68
3	54	46
4	53	47
5	45	55

Project teachers filled out inferred self-concept scales* for each pupil in their classrooms in October and again in April. The scale consists of thirty items and is based on an ordinal scale continuum from 1 to 5. Research with lower socio-economic level pupils in the traditional school program (which had been done by Dr. McDaniel in 1968-1969) indicated a decrease in self-concept for pupils during the school year and a succeedingly lower self-concept level in each progressively higher grade level. Due to measures designed to create a more positive self-image in pupils being implemented by teachers, an increase between fall and spring scores was predicted for the pupils in this project. In 64% of the classrooms 50% or more of the pupils made a gain. (See Table XXVIII.) In addition, there was a mean increase between fall and spring scores on every grade level but one, kindergarten. (See Table XXIX.) This presents creditable evidence that the bilingual education program is indeed helping many Spanish-surnamed pupils to achieve a more positive self-image.

There has been a problem of pupil dropout from the program in past years because of various factors pointed out in last year's evaluation. This year we have again ascertained the number and percentage of pupil dropout from the program both by grade level and by school. The rate of pupil transfer out of the district has been established too. (This data appears in Table XXX.) It can be seen that some schools have a smaller percentage

*Developed and field-tested by Dr. Elizabeth McDaniel at University of Texas, 1969, and published by Felipe Press in 1970. ~~A copy is found in the appendix.~~ Copyrighted material deleted from Appendix. Inferred Self-Concept Judgement Scale is available from the Felipe Press, Austin, Texas.

TABLE XXVIII

INFERRED SELF-CONCEPT SCALE
PERCENTAGE OF PUPILS MAKING GAIN*

Grade	Teacher	Percentage
K	Arsuaga	42
K	DeSoto	50
K	Almaraz	57
K	Aguirre, S.	55
K	Walling	28
K	Saenz	50
	SUMMARY FOR THIS GRADE	46
1	Palomino	43
1	Rendon	75
1	Gutierrez	77
1	Lopez	100
1	Mitchell	83
1	Rodriguez,P.	83
1	Treviño	83
1	Flores,S.	68
1	Cardenas	96
1	Nuñez	48
1	Ybarra	40
1	Harrington	47
1	Lozano	41
1	Reyna	44
1	Jones	56
	SUMMARY FOR THIS GRADE	67

*Between October and April Ratings by Teacher.

TABLE XXVIII CONTINUED:

Grade	Teacher	Percentage
2	Mendoza	35
2	Dacy	86
2	Belasco	81
2	Maldonado	75
2	Romero	30
2	Meier	65
2	Hernandez	65
2	Garza,F.	35
2	Ayala	12
2	Rives	93
2	Engel	29
	SUMMARY FOR THIS GRADE	56
3	Pacheco	89
3	Duarte	77
3	Heinsohn	23
3	Ingram	55
3	Rhoades	69
3	Rodriguez,A.M.	74
3	Fields	44
3	Perez	70
3	Reyes	71
	SUMMARY FOR THIS GRADE	64
4	Esquivel	43
4	Horstmann	100

TABLE XXVIII CONTINUED:

Grade	Teacher	Percentage
4	Boesewetter	100
4	VanCleave	97
4	Pantoja	10
4	Gloyd	29
4	Hill	94
	SUMMARY FOR THIS GRADE	69
5	Peña	72
5	Aguirre,R.	58
5	Garza,E.	69
5	Luna	86
5	Frazer	65
5	Gonzales	50
5	Tenayuca	3
	SUMMARY FOR THIS GRADE	58

TABLE XXIX

INFERRED SELF-CONCEPT SCALE
MEAN INCREASES BY GRADE LEVEL*

Grade Level	Mean Increases
K	-0.06
1	0.24
2	0.07
3	0.16
4	0.37
5	0.06

*Between October and April ratings by teachers.

TABLE XXX

PUPIL DROPOUT DATA
(Figures given are number and percent.)

By School			Transferred Out of District	
Collier	60	33%	69	8.85%
Columbia Heights	151	28%	92	8.75%
Flanders	29	27%	62	12.11%
Gerald+	32	55%	70	8.08%
Stonewall	78	27%	56	9.18%
Wright+	12	43%	59	11.67%

By Grade Level		
1	36	66%
2	121	35%
3	80	27%
4	62	27%
5	63	24%
TOTAL	362	30%

+The program is confined to first and second grades in two schools, Gerald and Wright. If the dropout at the end of the second grade were added to these figures, the rates would read: Gerald 57 69%; and Wright 35 69%.

of pupil dropout than others. Moreover, the transfer rate accounts for an appreciable amount of this dropout in some schools, but not as much in others. Continual work on the problem is being done in two ways, through personnel recruitment and through programs designed to inform and to enlist the support of the principals.

The school district is involved in a determined attempt to secure more well-qualified bilingual teachers in order to have enough to handle the increasingly large load of bilingual classrooms as the program expands. The two principals who were present at the pre-service training sessions were apprised of the need, once pupils have entered the program, to retain these same pupils in the program as they progress upward in grade level, rather than shifting them in and out in order to accommodate equalized classroom enrollment and other administrative considerations. Moreover, two project principals were present at a two-day conference taking place in November in Wimberley, Texas. This conference on the subject of bilingual-bicultural education was planned by Mr. Carlos Rodriguez, who was director of this project last spring and is now director of Bilingual/Bicultural Education at Southwest Texas State University. Mr. Rodriguez planned this conference in order to acquaint principals and other public school administrative personnel with purposes, practices, and problems of bilingual education. During this conference the importance of retaining pupils in the program was discussed. Forty-five central and south Texas administrators attended this conference. A check of next year's pupil dropout numbers from the project should indicate whether or not these endeavors have been successful in reducing the problem.

Comparison with Control Groups

In response to interest indicated by the U. S. O. E. in setting up control groups taught in traditional classrooms to compare with experimental bilingual groups, an attempt was made to do so this year. In order to have any sort of meaningful results it was felt that pre-test and post-test should be compared in order to determine the gain made by each group on the Metropolitan Achievement Test. Since pre-tests were not administered to kindergarten and first grade, they were eliminated from this study. Fifth grade was eliminated from the study as well because no fifth graders had been in the program all their academic careers due to the fact that the program only commenced in 1969-1970. In the second, third and fourth grade bilingual classes which were used, pupils who had not been in the program full time (meaning every one of their years in school) were excluded from the study, necessarily.

There are two other severe liminations in the study: (1) only one control group was used for each grade level; (2) it was not possible to isolate the teacher variable within the resources of this study.

With all these limitations in mind, the study was conducted by using analysis of covariance with chronological age and mental age as covariants in order to compare the mean gain in months of grade placement on the Metropolitan Achievement Test. Of sixteen comparisons only seven proved to be statistically significant (see Table XXXI): two in favor of the control group and five in favor of the experimental group. These figures seem to give a slight advantage to the experimental group. Realistic assessment of this data, however, would postulate no advantage for either group since it is very difficult to assume that the results were the result

TABLE XXXI

DATA FROM CONTROL AND EXPERIMENTAL GROUPS

Grade	Group	Test Area	Mean Gain	Significance
2	Experimental	Reading Comprehension	3.1	.05*
2	Control	Reading Comprehension	.2	
2	Experimental	Math Computation	5.7	.05**
2	Control	Math Computation	8.0	
3	Experimental	Word Knowledge	2.0	.01*
3	Control	Word Knowledge	-2.0	
3	Experimental	Math Computation	6.1	.01**
3	Control	Math Computation	11.3	
3	Experimental	Math Problem-Solving and Concepts	1.8	
3	Control	Math Problem-Solving and Concepts	-.8	.05*
4	Experimental	Word Knowledge	2.2	.01*
4	Control	Word Knowledge	-.4	
4	Experimental	Math Computation	10.2	.01*
4	Control	Math Computation	4.2	

*Favoring the experimental group.
**Favoring the control group.

of different programs. This difficulty arises from the inability to control significant variables, particularly the teacher variable. For these reasons the validity of the study is highly questionnable.*

In future the only way to minimize the teacher variable would be by having much larger groups, particularly control groups. Since this would necessitate having mental age data available for each pupil in the study and this data is presently unavailable, the cost of purchasing, giving and scoring tests to collect this data for such a large number of pupils in both control and experimental groups would be prohibitive.

Other Project Components

Inasmuch as teacher performance is one of the principal determining factors in pupil performance, it would be remiss not to mention briefly the more important actions being taken in the interest of improving teacher performance. In line with conclusions reached in last year's evaluation, in pre-service training teachers were alerted to the large concept deficit project pupils had on entering kindergarten and first grade and as to the vital importance of taking remedial measures at all grade levels. The evaluator also pointed out the connection between amount of time spent by teachers on various aspects of the language arts (as revealed in data gathered by coordinators) and pupil performance on the Peabody, Metropolitan and Prueba de Lectura tests. The importance of devoting more time to concept development and reading comprehension and less time to mechanics of form and other areas was emphasized.

*Computer printout from this study is on file in the evaluator's office.

The coordinator used two checklists* (one general checklist and one checklist for language-teaching) provided by the evaluator to assist her in determining quality of teacher performance in the course of her classroom observations. The coordinator utilized this information as well as teacher rating forms in her conferences with teachers in the attempt to improve teacher performance.

Another measure utilized in this regard was videotaping of teachers. The teachers were provided with a self-evaluation form by the evaluator to help in analyzing their own behavior as they viewed the playback. (See appendix for a copy of this form.) Two in-service training sessions were devoted to a discussion of varbal interaction analysis.** Teachers were then given the opportunity to participate in three of these analyses during the course of the year either by having personal classroom visits made by the evaluator or by making audiotapes of classroom verbal interaction and sending them to the evaluator for analysis. Teachers were promptly sent a feedback matrix (copy in appendix) by the evaluator. Eighty-eight percent of the teachers participated in one or more of these opportunities.

Parents of children in the project this year manifested their interest in the bilingual educational program by their termendous involvment in school activities such as programs, field trips, and personal visits to and written and telephone contacts with classroom teachers. The community liaison reported over 140,000 parental contacts with the schools this year. Evidence of a staunch belief in the value of the program is found in typical comments of parents, a sampling of which is found on the following page.

*Copies of the two checklists are provided in the appendix.

**Research indicates that pupils of a more indirect teacher are far better achievers than those of a more direct teacher. Research also reveals that the technique of verbal interaction analysis is useful in helping teachers become more indirect in their work with pupils.

SAMPLING OF COMMENTS FROM PARENTS

(paraphrased and translated to English whre necessary)

"_____ _____ is an excellent bilingual/teacher and all students are learning very much. Teachers like _____ _____ should be recognized."

"I like my children to be in Bilingual Education because it has helped them in reading and writing. They also teach my husband and me how to read in Spanish."

"My child has learned a lot of songs and Mexican dances that he didn't know before. The children have also been given an opportunity to be on television, school programs, and the Folklórico."

"I like the materials in Spanish that the children are furnished with. My smaller children and I are trying to learn to read in Spanish."

"I think Bilingual Education is great because my child could only speak English and now she has had an opportunity to learn Spanish, which she speaks, reads, and writes."

"I am very pleased with what the Harlandale bilingual program is accomplishing. My children are from Mexico and did not know English but are learning it today."

"I think my children are getting a great opportunity by learning how to speak, read, and write in Spanish correctly."

"I am very glad that my children are getting a chance to learn to speak, read, and write in Spanish and English."

Recommendations

1. The superintendent should keep his principals apprised of the continuing need to keep the pupil dropout-of-the-program rate as low as possible by retaining pupils in the program, once they have begun it.

2. The superintendent should keep the personnel director apprised of the continuing need for recruitment of bilingual teachers.

3. The coordinator should work with principals to ensure an adequate amount of time in both classrooms for the Spanish-language teacher in a team-teaching situation. At least two hours is recommended, especially on lower grade levels.

4. The coordinator should emphasize for teachers the immense need for concentration on concept development in both languages.

5. The coordinator should emphasize to teachers the importance of spending less time on phonics, spelling, and sound discrimination and more time on reading comprehension in both English and Spanish language arts.

6. The coordinator should see that cuadernos are not issued for pupil use and for teacher use only in remedial measures beyond the second grade level--in order to reduce the excessive amount of time devoted to sound discrimination and phonics in Spanish language arts.

7. The coordinator should take a careful look at all tables to find which teachers are weak in Spanish teaching and work with teachers to improve this aspect of the program in any necessary, whether it be further college coursework in Spanish and/or language teaching, or in-service training.

8. The coordinator should take a careful look at all tables which show comparative classroom performance. Teachers whose pupils did unusually well in specific areas could be consulted with in an effort to determine reasons for their expertise and to lead to a sharing of this expertise with their fellow teachers. Those teachers whose pupils performed poorly in specific areas should be counseled with, worked with closely, and possibly even directed to college coursework in an effort to alleviate their shortcomings.

Appendix

Organizational Chart

Peabody Spanish Version - Form A

Peabody Spanish Version - Form B

Local BEP Test - English Version

Local BEP Test - Spanish Version

Inferred Self-Concept Scale (Copyrighted material Deleted) see p. 46

Allocation of Time Form

Checklist for Classroom Observations

Checklist for Language-Teaching

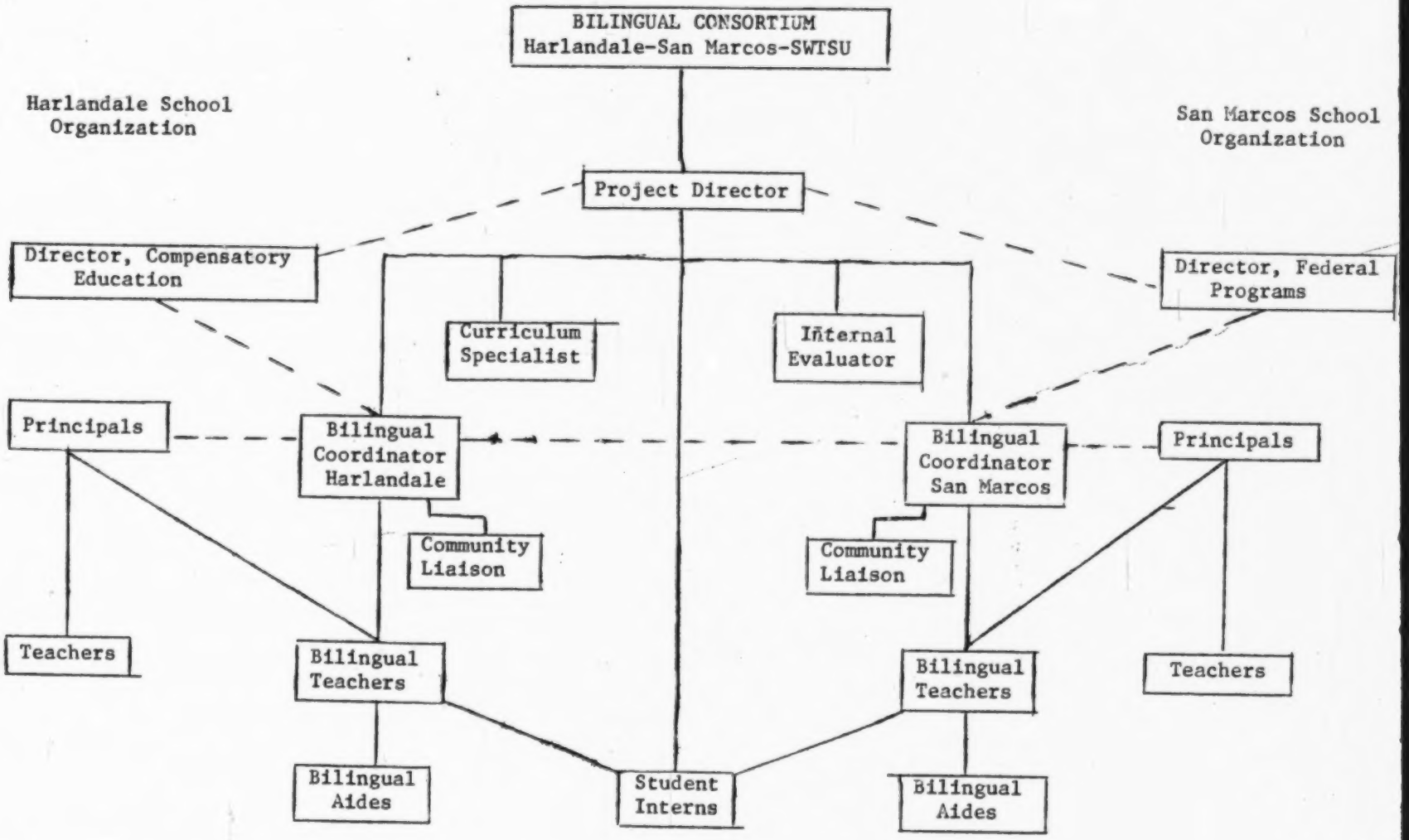
Teacher Evaluation Form

Aide Evaluation Form

Teacher Self-Evaluation Form for Viewing Videotape

Feedback Matrix for Verbal Interaction Analysis

Newsletter Questionnaire


BILINGUAL CONSORTIUM
Harlandale-San Marcos-SWTSU
Harlandale School Organization
San Marcos School Organization
Project Director
Director, Compensatory Education
Director, Federal Programs
Curriculum Specialist
Internal Evaluator
Principals
Bilingual Coordinator Harlandale
Bilingual Coordinator San Marcos
Principals
Community Liaison
Community Liaison
Teachers
Bilingual Teachers
Bilingual Teachers
Teachers
Bilingual Aides
Student Interns
Bilingual Aides

Spanish Versions of

Peabody Spanish Version - Form A

Peabody Spanish Version - Form B

Available From:

Bilingual Education Program
Southwest Texas State University
San Marcos, Texas 78666

512/392-4905

BILINGUAL EDUCATION PROGRAM

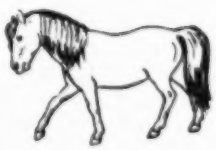
Harlandale-San Marcos-Southwest Texas State University

EVALUATION INSTRUMENT

FOR GRADES 1-4

Sample Problem:

In the kitchen we find



Pupil_____ Teacher_____

Grade_____ School_____ Date_____

NUMBER OF QUESTIONS ANSWERED CORRECTLY

Social studies _____

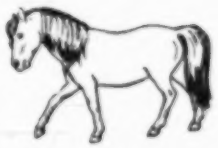
Health/Science/Safety _____

EVALUATION INSTRUMENT

FOR GRADES 1-4

Sample Problem:

In the kitchen we find



Pupil_____ Teacher_____

Grade_____ School_____ Date_____

NUMBER OF QUESTIONS ANSWERED CORRECTLY

Social studies _____

Health/Science/Safety _____

Developed by a Group of Teachers from the Bilingual Education Program in Harlandale Independent School District, San Antonio, Texas

SOCIAL STUDIES (FIRST GRADE)

1) American flag

2) Mexican flag

3) Who brings the letters? ☐ milkman ☐ police man ☐ mailman

4) In the school room we find ☐ bus ☐ crayons ☐ trees

5) In the morning we say ☐ Good night ☐ Good day ☐ Good morning

6) Farm animal

7) Christmas

8) Texas

9) Winter

2) Mexican flag

3) Who brings the letters? ☐ milkman ☐ police man ☐ mailman

4) In the school room we find ☐ bus ☐ crayons ☐ trees

5) In the morning we say ☐ Good night ☐ Good day ☐ Good morning

6) Farm animal

7) Christmas

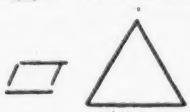
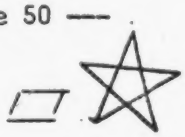
8) Texas

9) Winter

10) Zoo animals

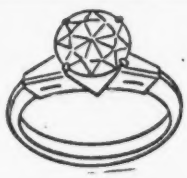
SOCIAL STUDIES (SECOND GRADE)

1) On the American Flag we see 50 ——

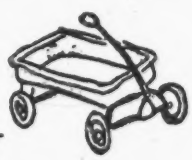



2) Thanksgiving

3) Made of corn



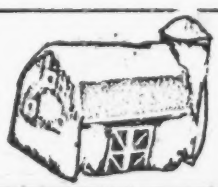
4) It has wheels

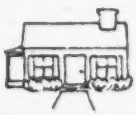


5) Oldest in the family

6) On a tree

7) The barn

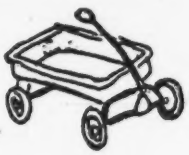




2) Thanksgiving

3) Made of corn

4) It has wheels



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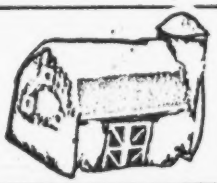
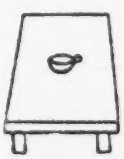


8) Circus animal

9) A good breakfast

10) We find books in



SOCIAL STUDIES (THIRD GRADE)

1) In the United States, there are how many states?

☐ 30 ☐ 50 ☐ 45

2) The capitol of Mexico is --

☐ Washington, D. C. ☐ Austin ☐ Mexico City

3) Earth is a --

☐ moon ☐ star ☐ planet

4) The first man to step on the moon was -

☐ Michael Collins ☐ Neil Armstrong ☐ Edwin Aldrin

5) The capital of Texas is ---

☐ San Antonio ☐ Dallas ☐ Austin

6) The first Mexican was ---

☐ Indian ☐ Spanish ☐ French

7) When the Eskimos gave something they had for something they wanted, they were --

☐ buying ☐ trading ☐ taking

8) The Pilgrims came to America to find --

☐ food ☐ happiness ☐ homes

2) The capitol of Mexico is --

☐ Washington, D. C. ☐ Austin ☐ Mexico City

---

3) Earth is a --

☐ moon ☐ star ☐ planet

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---

8) The Pilgrims came to America to find --

☐ food ☐ happiness ☐ homes

---

9) Eskimos wear boots called --

☐ caps ☐ shoes ☐ mukluks

---

10) Most regions of the earth have seasons because the earth is --

☐ round ☐ tilted ☐ static

SOCIAL STUDIES (FOURTH GRADE)

1) The border between Texas and Mexico is formed by --

☐ Mountains ☐ the Rio Grande River ☐ The Gulf of Mexico

2) The Texas motto is --

☐ friendship ☐ peace ☐ love

3) The center of our solar system is the --

☐ moon ☐ Earth ☐ sun

4) One of the last tribes to arrive in Mexico were the --

☐ Tejas Indians ☐ Maya Indians ☐ Aztec Indians

5) A well-known Mexican-American golfer is --

☐ Lee Treviño ☐ Pancho Gonzales ☐ Henry Guerra

6) The largest group to which people belong is a --

☐ club ☐ society ☐ community

7) Throughout the 13 colonies, most of the settlers learned to be --

☐ farmers ☐ tailors ☐ salesmen

8) The thin layer of soil on top of the ground is called --

☐ subsoil ☐ topsoil ☐ loam

2) The Texas motto is --

☐ friendship ☐ peace ☐ love

3) The center of our solar system is the --

☐ moon ☐ Earth ☐ sun

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8) The thin layer of soil on top of the ground is called --

☐ subsoil ☐ topsoil ☐ loam

9) Migrant laborers are workers who --

☐ travel ☐ stay in one place ☐ work in factories

10) Using soil wisely, so that it does not wear out is called --

☐ planting ☐ landscaping ☐ conservation

HEALTH / SCIENCE / SAFETY (FIRST GRADE)

1) Vegetable

2) Fruit

3) Milk

4) This helps us to stay clean

5) Cold

6) Earth

7) It can fly

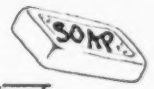
8) Living things

9) In the water we find

2) Fruit

3) Milk

4) This helps us to stay clean



5) Cold

6) Earth

7) It can fly

8) Living things

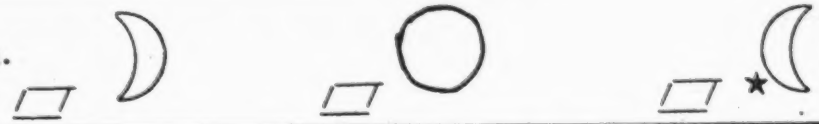
9) In the water we find

10) When the traffic light is red - it means to ---

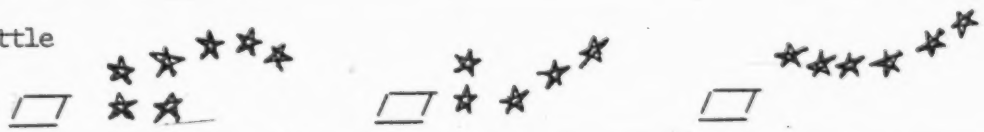
☐ go ☐ stop ☐ wait

HEALTH / SCIENCE / SAFETY (SECOND GRADE)

1) This is a full moon.

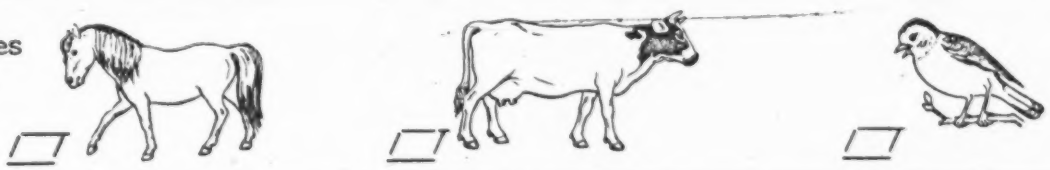


2) This is the little dipper.

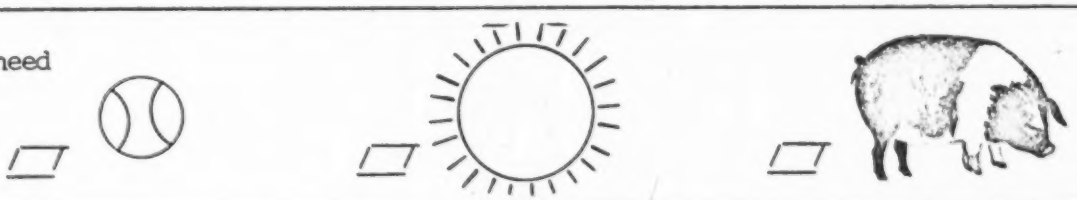


3) This is the shape of the earth.

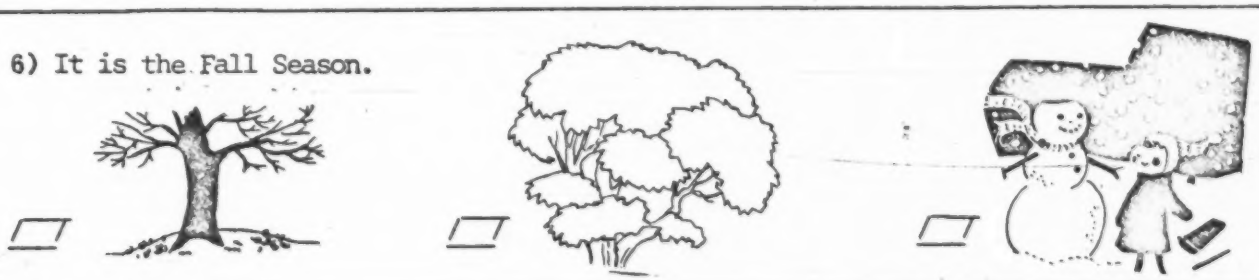
4) This gives us milk.



5) Plants need



6) It is the Fall Season.

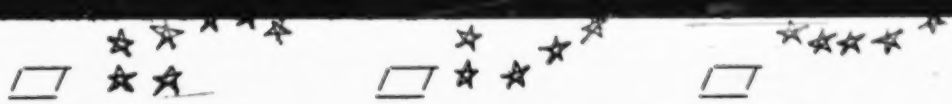


7) Jack is sick. He needs a ---

8) We chew with this ---

9) The right way to ride a scooter.

dipper.



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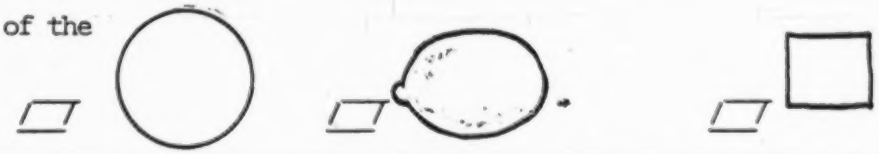
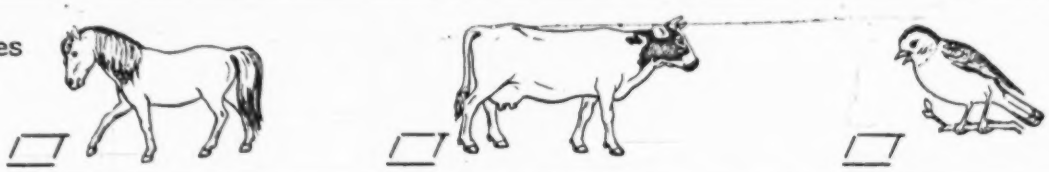
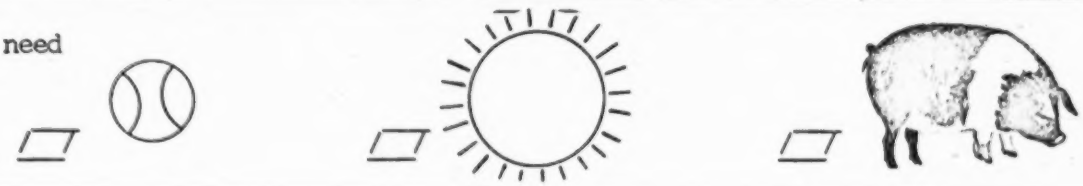


4) This gives us milk.



5) Plants need



6) It is the Fall Season.

7) Jack is sick. He needs a ---

8) We chew with this ---

9) The right way to ride a scooter.

10) Before we eat, we wash our ---

NATURAL SCIENCE / HEALTH / SAFETY (THIRD GRADE)

1) _____ move the body.

☐ Muscles ☐ Skin ☐ Hair

2) The _____ moves blood through the body.

☐ heart ☐ brain ☐ lung

3) A bicycle should be ridden in the _____.

☐ house ☐ sidewalk ☐ school room

4) To keep from getting a cavity we should _____.

☐ comb our hair ☐ brush our teeth ☐ take a bath

5) An animal that lives on land and water is a _____.

☐ spider ☐ frog ☐ cove

6) The stem, root, and leaf are parts of a _____.

☐ plant ☐ animal ☐ building

7) One of the 5 senses is _____.

☐ smell ☐ seeds ☐ elk

8) Oxygen is a _____.

☐ gas ☐ solid ☐ liquid

2) The _____ moves blood through the body.

/ heart / brain / lung

3) A bicycle should be ridden in the _____.

/ house / sidewalk / school room

4) To keep from getting a cavity we should _____.

/ comb our hair / brush our teeth / take a bath

5) An animal that lives on land and water is a _____.

/ spider / frog / cove

6) The stem, root, and leaf are parts of a _____.

/ plant / animal / building

7) One of the 5 senses is _____.

/ smell / seeds / elk

8) Oxygen is a _____.

/ gas / solid / liquid

9) The cactus is found in the _____.

/ desert / water / Arctic

10) A shark lives in the _____.

/ ocean / desert / mountains

HEALTH/SCIENCE/SAFETY (FOURTH GRADE)

1) Animals which have a backbone are --

☐ vertebrates ☐ invertebrates ☐ insects

2) Of the following, only one is not a living thing. It is the --

☐ violet ☐ frog ☐ sugar cube

3) Conifers are plants which have --

☐ large leaves ☐ cones ☐ large trunk

4) If a vertebrate has hair, it must be --

☐ an amphibian ☐ a mammal ☐ a fish

5) Scientists who study the earth are called --

☐ biologists ☐ astronomers ☐ geologists

6) The planet closest to the sun is ---

☐ Venus ☐ Mercury ☐ Earth

7) When matter changes from solid to liquid, it

☐ condenses ☐ boils ☐ melts

8) It is important to wash the skin around a cut or scratch to prevent --

2) Of the following, only one is not a living thing. It is the --

/ / violet / / frog / / sugar cube

---

3) Conifers are plants which have --

/ / large leaves / / cones / / large trunk

---

4) If a vertebrate has hair, it must be --

/ / an amphibian / / a mammal / / a fish

---

5) Scientists who study the earth are called --

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---

6) The planet closest to the sun is ---

/ / Venus / / Mercury / / Earth

---

7) When matter changes from solid to liquid, it

/ / condenses / / boils / / melts

---

8) It is important to wash the skin around a cut or scratch to prevent --

/ / immunity / / infection / / antibodies

---

9) The entire body is protected by an outer cover of --

/ / skin / / fat / / nerves

---

10) Five safeguards against injury which the body uses are --

/ / The antibodies / / vaccines / / the sense organs

EL PROGRAMA DE EDUCACIÓN BILINGÜE

Harlandale-San Marcos-Southwest Texas State University

INSTRUMENTO DE VALORACIÓN
PARA LOS GRADOS 1-4

El problema de ejemplo:

En la cocina encontramos ---

Alumno,-a_____ Maestro,-a_____

Grado_____ Escuela_____ Fecha_____

NÚMERO DE PREGUNTAS CONTESTADAS CORRECTAMENTE

INSTRUMENTO DE VALORACIÓN
PARA LOS GRADOS 1-4

El problema de ejemplo:

En la cocina encontramos ---

Alumno,-a_____ Maestro,-a_____

Grado_____ Escuela_____ Fecha_____

NÚMERO DE PREGUNTAS CONTESTADAS CORRECTAMENTE

Estudios sociales _____

Ciencias naturales _____

Compuesto por representantes del grupo de maestros del
Districto Harlandale del programa de educación bilingüe

ESTUDIOS SOCIALES (PRIMER GRADO)

1)La bandera americana.

2) La bandera mexicana.

3) ¿Quién entrega las cartas? ☐ lechero ☐ policía ☐ cartero

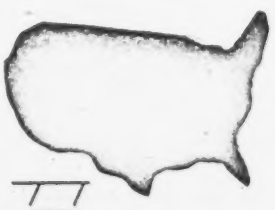
4) En la sala de clase encontramos -- ☐ autobús ☐ árboles ☐ colores

5) Por la mañana decimos ☐ buenos días ☐ buenas noches ☐ buenas tardes

6) Animal de la granja

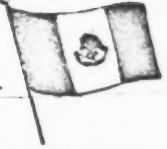
7) La Navidad

8) Texas



9)Invierno

2) La bandera mexicana.



3) ¿Quién entrega las cartas? ☐ lechero ☐ policía ☐ cartero

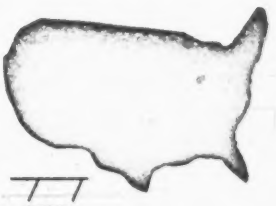
4) En la sala de clase encontramos -- ☐ autobús ☐ árboles ☐ colores

5) Por la mañana decimos ☐ buenos días ☐ buenas noches ☐ buenas tardes

6) Animal de la granja

7) La Navidad

8) Texas



9)Invierno

10) Animales del zoológico.

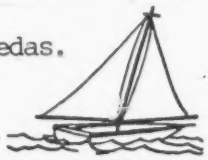
ESTUDIOS SOCIALES (SEGUNDO GRADO)

1) En la bandera americana se ven 50 --

2) El día de dar gracias --

3) Hechas de maíz.

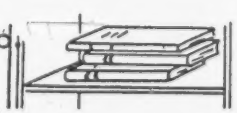
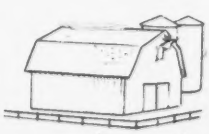
4) Esto tiene ruedas.



5) El mayor de la familia.

6) Se encuentra en árbol.

7) El granero

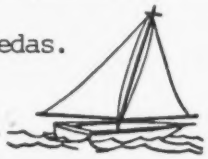
8) Animal del circo.

9) Un buen almuerzo.

2) El día de dar gracias --

3) Hechas de maíz.

4) Esto tiene ruedas.



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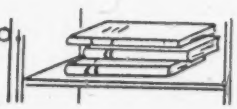
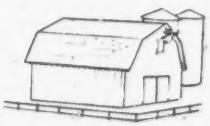
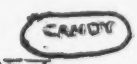
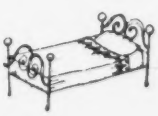



8) Animal del circo.

9) Un buen almuerzo.



10) Encontramos libros en



ESTUDIOS SOCIALES (TERCER GRADO)

1) En los Estados Unidos, ¿cuántos estados hay?

☐ 30 ☐ 50 ☐ 45

2) La capital de Méjico es

☐ Washington, D.C. ☐ Austin ☐ Méjico, D.F.

3) La tierra es

☐ luna ☐ estrella ☐ planeta

4) El primer hombre que anduvo en la luna fué

☐ Michael Collins ☐ Neil Armstrong ☐ Edwin Aldrin

5) La capital de Tejas es

☐ San Antonio ☐ Dallas ☐ Austin

6) El primer mejicano era

☐ indio ☐ español ☐ francés

7) Cuando los esquimales daban algo que tenían por algo que querían, estaban

☐ comprando ☐ traficando ☐ cogiendo

8) Los peregrinos vinieron a América para adquirir

☐ comida ☐ alegría ☐ hogares

2) La capital de Méjico es

/ / Washington, D.C. / / Austin / / Méjico, D.F.

---

3) La tierra es

/ / luna / / estrella / / planeta

---

4) El primer hombre que anduvo en la luna fué

/ / Michael Collins / / Neil Armstrong / / Edwin Aldrin

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5) La capital de Tejas es

/ / San Antonio / / Dallas / / Austin

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/ / indio / / español / / francés

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/ / comida / / alegría / / hogares

---

9) Los esquimales llevan botas que se llaman

/ / mocasines / / zapatos / / mukluks

---

10) Muchas regiones de la tierra tienen estaciones porque la tierra es

/ / redondada / / inclinada / / estática

ESTUDIOS SOCIALES (CUARTO GRADO)

1) La frontera entre Tejas y Méjico está formada por

☐ montañas ☐ el Río Grande ☐ el Golfo de Méjico

2) La divisa (motto) de Tejas es

☐ amistad ☐ paz ☐ amor

3) El centro de nuest sistema solar es

☐ la luna ☐ la tierra ☐ el sol

4) Una de las últimas tribus indias que llegaron a Méjico fueron

☐ los mayas ☐ los aztecas ☐ los tejas

5) Un golfero méjicano-americano bien conocido es

☐ Lee Treviño ☐ Pancho Gonzalez ☐ Henry Guerra

6) El grupo más grande a que la gente pertenece es

☐ un club ☐ una sociedad ☐ una comunidad

7) En las 13 colonias muchos colonos aprendiar a ser

☐ agricultores ☐ sastres ☐ vendedores

8) Labradores migratorios son trabajadores que

☐ viajan ☐ se quedan en un lugar ☐ trabajan

2) La divisa (motto) de Tejas es

☐ amistad ☐ paz ☐ amor

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7) En las 13 colonias muchos colonos aprendiar a ser

☐ agricultores ☐ sastres ☐ vendedores

8) Labradores migratorios son trabajadores que

☐ viajan ☐ se quedan en un lugar ☐ trabajan en fábricas

9) Usar el suelo con sabiduría para que no se gaste se llama

☐ plantar ☐ desmontar ☐ conservar

10) La cubierta delgada del terreno se llama

☐ subsuelo ☐ suelo ☐ barro

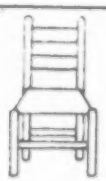
CIENCIAS NATURALES (PRIMER GRADO)

1) Verdura

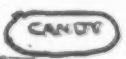
2) Fruta

3) Leche

4) Nos ayuda estar limpios



5) Está frío.



6) La tierra

7) Puede volar.

8) Seres vivos.

9) En el agua hay

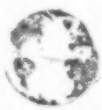
2) Fruta

3) Leche

4) Nos ayuda estar limpios

5) Está frío.

6) La tierra



7) Puede volar.

8) Seres vivos.

9) En el agua hay —

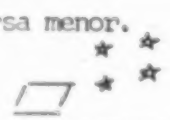
10) Cuándo la luz está roja, quiere decir ---

☐ adelante ☐ alto ☐ corre

CIENCIAS NATURALES (SEGUNDO GRADO)

1) La luna llena.

2) Ursa menor.



3) Forma del mundo.

4) Esta nos da leche.

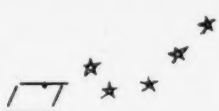
5) Las matas necesitan esto.

6) Jack está enfermo El necesita un --

7) Masticamos con esto.

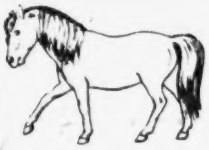
8) El modo correcto de pasear en bicicleta.

2) Ursa menor.



3) Forma del mundo.

4) Esta nos da leche.



5) Las matas necesitan esto.

6) Jack está enfermo El necesita un --

7) Masticamos con esto.

8) El modo correcto de pasear en bicicleta.

9) Antes de comer nos lavamos las ---

10) Es la estación de otoño.

CIENCIAS/SALUBRIDAD/SEGURIDAD (TERCER GRADO)

1) _____ mueven el cuerpo.

/__/ Los músculos /__/ La piel /__/ El pelo

2) _____ mueve la sangre por el cuerpo.

/__/ El corazón /__/ El seso /__/ El pulmón

3) Una bicicleta se debe manejar en la _____.

/__/ casa /__/ banqueta /__/ sala de clase

4) Para tener buenos dientes debe_____.

/__/ peinarse /__/ cepillarse los dientes /__/ bañarse

5) Un animal que vive en tierra y agua es una _____

/__/ araña /__/ rana /__/ paloma

6) El tronco, la raíz, y la hoja son partes de _____.

/__/ la planta /__/ un animal /__/ un edificio

7) Uno de los cinco sentidos es _____.

/__/ oler /__/ semilla /__/ anta

2) _____ mueve la sangre por el cuerpo.

/ / El corazón / / El seso / / El pulmón

3) Una bicicleta se debe manejar en la _____.

/ / casa / / banqueta / / sala de clase

4) Para tener buenos dientes debe_____.

/ / peinarse / / cepillarse los dientes / / bañarse

5) Un animal que vive en tierra y agua es una _____

/ / araña / / rana / / paloma

6) El tronco, la raíz, y la hoja son partes de _____.

/ / la planta / / un animal / / un edificio

7) Uno de los cinco sentidos es _____.

/ / oler / / semilla / / anta

8) Oxígeno **es** _____.

/ / gas / / sólido / / líquido

9) El nopal se encuentra en _____.

/ / el desierto / / el agua / / el ártico

10) El tiburón vive en _____.

/ / el oceáno / / el desierto / / la montaña

ALLOCATION OF TIME

TEACHER_____ GRADE____ SCHOOL_____ DATE_____

ESL

Minutes Spent

_____ Listening comprehension
_____ Oral-aural discrimination.
_____ Oral morphology drills.
_____ Oral syntax drills.
_____ Vocabulary and concept building.
_____ Phonics.
_____ Reading comprehension.
_____ Handwriting.
_____ Spelling.
_____ Grammar.
_____ Mechanics of form.
_____ Creative writing.
_____ Public speaking

SPANISH

Minutes Spent

_____ Listening comprehension
_____ Oral-aural discrimination.
_____ Oral morphology drills.
_____ Oral syntax drills.
_____ Vocabulary and concept building.
_____ Phonics.
_____ Reading comprehension
_____ Handwriting.
_____ Spelling
_____ Grammar.
_____ Mechanics of form.
_____ Creative writing.
_____ Public speaking

SOCIAL STUDIES

Minutes Spent

_____ 1. English.

_____ 2. Spanish.

MATH

Minutes Spent

_____ 1. English.

_____ 2. Spanish.

SCIENCE

Minutes Spent

_____ 1. English.

_____ 2. Spanish.

TOTAL TIME SPENT IN CLASSROOM _____

_____
Coordinator or Curriculum Specialist

SUPERVISOR'S CHECKLIST FOR CLASSROOM OBSERVATIONS

Teacher_____ Grade_____ School_____

1. Positive rapport existed between teacher, aide, and supervisory staff.

2. The classroom was attractively and efficiently organized with displays which were relevant for BEP pupil needs.

3. The teacher's spoken language presented an excellent standard for the pupils.

4. The teacher's written language presented an excellent standard for the pupils.

5. Adequate classroom discipline for effective teaching was maintained.

6. Teacher demonstrated patience with and acceptance of <u>all</u> pupils.

7. Opportunity for student initiative was provided.

8. Teacher used small group instruction for individualizing instruction in content areas.

9. There was a lesson plan available with specific objectives defined.

10. The pupils understood the objectives of the activity.

11. Activities were relevant to objectives.

12. The major verbal categories used were commensurate with the objectives for the lesson.

13. The teacher used more indirect_____ influence.

direct _____

14. The planned objectives were accomplished.

ADDITIONAL CHECKLIST FOR A LANGUAGE-TEACHING LESSON

15. Visual aids were well prepared, appropriate, and effective.

16. The teacher understood the basic types of drills and executed them skillfully.

17. The teaching was indirect with few direct explanations.

18. The pupils were doing the speaking as much of the time as possible.

19. The pace was rapid and lively, keeping the interest of the students.

20. The teacher varied the routine often enough to avoid boredom but not so often as to prevent real learning.

21. The teacher really listened to the pupil responses and corrected them tactfully and effectively; he praised as well as corrected.

BILINGUAL EDUCATION PROGRAM

Teacher Rating Form

Teacher_____ School_____ Date_____

Rating Scale

Key for Rating Scale

1. Unacceptable. Denotes poor, inadequate, inferior qualities. Consistently low standards.

2. Below Average. Denotes occasionally substandard qualities, but potential for improvement is evident.

3. Average. Denotes satisfactory performance and occasionally high standards.

4. Above average. Denotes desirable qualities and often high standards.

5. Superior. Denotes excellent, exceptional, and outstanding qualities; consistently high standards.

To what extent does this teacher (or for self-evaluation: To what extent do I:)

_____ 1. Demonstrate understanding of the goals and procedures of the Bilingual Program in conversing with school personnel and parents?

_____ 2. Demonstrate a professional attitude toward teaching in the Bilingual Program by willingness to attend inservice training and other necessary school functions?

_____ 3. Demonstrate cooperation with coordinators and other supervisory personnel of the Bilingual Program by attempting to follow suggestions and responding promptly to requests?

_____ 4. Demonstrate cooperation with team teacher by coordinating lesson plans, making concessions when needed, and utilizing tact and discretion when speaking of team teacher?*

_____ 5. Utilize the time and services of the teacher's aide in accordance with project guidelines?

_____ 6. Maintain a neat and attractive classroom with displays which are relevant for Bilingual Education pupil needs?

_____ 7. Effectively aid Mexican-American pupils in the development of positive self-concepts by discussing sympathetically their culture and heritage and conversing casually with them (in Spanish, if possible)?

_____ 8. Demonstrate patience with and acceptance of all pupils?

_____ 9. Use accurate oral English in the classroom?*

*(In the case of team-teaching) disregard this question if not applicable.

_____10. Use accurate written English in the classroom?*

_____11. Use accurate oral Spanish in the classroom?*

_____12. Use accurate written Spanish in the classroom?*

_____13. Encourage students to bring materials for instruction from outside the classroom?

_____14. Utilize basal textbooks or primary teaching materials?

_____15. Utilize supplementary instructional materials?

_____16. Provide opportunities for pupil initiative?

_____17. Individualize instruction in content areas by grouping?

_____18. Plan lessons with objectives and appropriate methods for accomplishing these in mind?

_____19. Teach English as a second language according to the objectives of the Bilingual Education Program?*

_____20. Teach Spanish language arts according to the objectives of the Bilingual Education Program?*

_____21. Teach Spanish as a second language according to the objectives of the Bilingual Education Program?*

_____22. Teach math according to the objectives of the Bilingual Education Program?

_____23. Teach social studies according to the objectives of the Bilingual Education Program?

_____24. Maintain adequate classroom discipline for effective teaching?_____ If not, why?

*In the case of team-teaching disregard this question if not applicable.

EVALUATION OF BILINGUAL AIDE

(To Be Completed By Teachers And Coordinator)

Teacher Aide_____ Date_____
(Name)

Please assign the appropriate rating which you feel most nearly represents the characteristics and/or job performance of the person named above.

KEY FOR RATING

1. Unacceptable 2. Below Average 3. Average 4. Above Average 5. Superior

_____ GENERAL APPEARANCE: Acceptable, attractive, neat
_____ PHYSICAL FITNESS: Free from chronic ailments
_____ PERSONALITY: Wholesome, pleasing
_____ SOCIAL QUALITIES: Evidence of social maturity
_____ CHARACTER: Evidence of strength
_____ ETHICS: Professional relationships
_____ EMOTIONAL STABILITY: Self-control
_____ CITIZENSHIP: Community and personal standing
_____ USE OF ENGLISH: Acceptable in conversation
_____ USE OF SPANISH: Acceptable in conversation
_____ INTELLECTUAL CAPACITY: Alert, responsive, adequate
_____ ATTITUDE TOWARD CHILDREN: Recognize their needs

TO WHAT EXTENT DOES THE AIDE:

_____ Assist in group instruction?
_____ Assist in reproduction of instructional materials?
_____ Assist in individual tutoring of children?
_____ Assist in translating from English to Spanish?
_____ Assist in handling the children's personal problems?
_____ Help interpret the program to the Mexican-American community?

MAJOR STRENGTHS:_____

_____

_____

_____

MAJOR WEAKNESSES (Need for inservice training):_____

_____

_____

_____

_____
(Evaluating Teacher or Coordinator)

TEACHER SELF-APPRAISAL CHECKLIST
(for viewing videotape)

1. Did you have specific objectives in mind for the lesson videotaped?

2. Did you accomplish these objectives?

3. Were your hand gestures consistent with verbal categories used?

4. Were your facial expressions consistent with verbal categories used?

5. Was your voice (intonation, etc.) consistent with verbal categories used?

6. Was your posture or physical movement consistent with verbal categories used?

7. Are there any verbal or nonverbal habits?

8. Are there particular students to whom you react positively?

9. Are there particular students to whom you react negatively?

10. Do you tend to evaluate or react nonevaluatively to student responses?

11. Do you tend to look for "a certain answer" when calling upon students?

12. Identify the category you used most frequently during the lesson.

13. Identify the verbal pattern used most frequently during the lesson (5-4-8, etc.)

14. Are there certain activities you favor?

15. Are there certain activities you dislike?

Teacher_____ Grade_____ School _____

Subject_____ New Materials_____
Review_____

Objectives_____ Method(s)_____
Intended_____

FEEDBACK MATRIX

	1	2	3	4	5	6	7	8	9	10	
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											Matrix Total
Total											

Teacher Talk_____%

Pupil Talk_____%

Silence/Confusion_____%

Teacher Talk

Indirect_____ Direct_____

Rev. Ind._____ Rev.Dir._____

Ext.Ind._____ Ext.Dir._____

March 5, 1973

TO: Parents of children in the Bilingual Program

Please fill out the following questionnaire and return it to your child's teacher by Thursday, March 8, 1973.

1. Do you think the Bilingual Education Program has given your child more self-confidence?
   Yes_____ No_____
2. Does your child speak favorably of his bilingual classes?
   Yes_____ No_____
3. Is the Bilingual Education Program succeeding in making your child bilingual?
   Yes_____ No_____
4. Have you visited one of the bilingual classes?
   Yes_____ No_____
5. Do you think the Bilingual Education Program is a good idea?
   Yes_____ No_____

Favor de llenar este cuestionario y regresarlo a la maestra de du niño (niña) para el jueves 8 de marzo.

1. ¿Cree usted que el Programa Bilingüe le ha dado a su hijo una mayor confianza en sí mismo su hijo en la escuela?
   Sí_____ No_____
2. ¿Su hijo habla bien de sus clases para bilingües?
   Sí_____ No_____
3. ¿Ha ayudado el Programa Bilingüe en hacer bilingüe a su hijo?
   Sí_____ No_____
4. ¿Ha visitado usted una clase bilingüe?
   Sí_____ No_____
5. ¿Cree usted que el Programa Bilingüe es una buena idea?
   Sí_____ No_____